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ABSTRACT

This overview in the form of a Digest of Annual Evaluations of currently funded Elementary and Secondary Education Act (ESEA) Title I projects was prepared on the occasion of the completion of Philadelphia's first decade of involvement (1965-1975). The Digest focuses on the past, present, and future. It begins with a summary of Philadelphia's involvement between 1965 and 1975, including four key areas of Title I impact which show promise for the future--pupil performance, effects of different learning environments, parental involvement rates, and factors influencing project success. The major portion of the Digest consists of separate abstracts for the current Title I projects. Each abstract includes four sections: management information, project description, evaluation techniques, and major findings on a year-by-year basis through February 1975. A list of 34 projects no longer funded under Title I appears in the appendix. (RC)

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TITLE I ESEA PROJECTS

Digest of Annual Evaluations

1965-1975

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OFFICE OF RESEARCH
AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

Report #7545

TITLE I ESEA PROJECTS:
DIGEST OF ANNUAL EVALUATIONS
1965 - 1975

A historical summary, by the Department of Federal Evaluation Resource Services, of the key findings reported in the annual evaluations of each project.

April 1975

Office of Research and Evaluation
THE SCHOOL DISTRICT OF PHILADELPHIA
Philadelphia, Pennsylvania 19103

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This report was prepared by the Department of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, data analysis, and editorial matters was provided by the Division of Instructional Research and Development Services, Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. Projects were assigned to teams under the leadership of research associates. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (*).

Projects included in this report were funded under Title I, ESEA, and administered through the Office of Federal Programs, Thomas C. Rosica, Executive Director.

FOREWORD

The year 1975 marks the tenth anniversary of the passage of the Elementary and Secondary Education Act--the most comprehensive federal aid-to-education program in our nation's history. The School District of Philadelphia has been involved since the advent of this act.

On the occasion of the completion of Philadelphia's first decade of involvement, it is only fitting that an overview in the form of a Digest of Annual Evaluations of currently funded projects be prepared.

The Digest focuses upon the past, present, and future. It begins with a summary of Philadelphia's involvement between 1965 and 1975, including four key areas of Title I impact which show promise for the future. The major portion of the Digest consists of separate abstracts for the current Title I projects. Each abstract includes four sections: management information, project description, evaluation techniques, and major findings on a year-by-year basis through February 1975.

A list of 34 projects no longer funded under Title I appears in the Appendix. Complete information on these projects may be found in Title I evaluation reports from previous years.

Additional details about the evaluations of any of the projects treated in this Digest are available from the Department of Federal Evaluation Resource Services.

-- Michael H. Kean

SUMMARY

TITLE I - THE FIRST DECADE

1965 - 1975

Title I of the Elementary and Secondary Education Act, the largest federal aid-to-education program, was passed in 1965. Title I provides financial assistance to local school districts that plan and operate special programs for educationally deprived children in target-area schools. It is a supplementary program designed to upgrade the educational opportunities of disadvantaged children.

This summary examines four key areas of Title I impact on Philadelphia school children: pupil performance, effects of different learning environments, parental involvement rates, and factors influencing project success.

(1) Pupil Performance

An important positive effect of ESEA Title I was halting the downhill trend in pupil performance. Over the past 10 years, comprehensive evaluations of the progress of ESEA Title I children in Philadelphia were undertaken both systemwide and project by project. Results of systemwide evaluations have shown that the declining rate of performance in reading for target-population children has been halted, and instead we are beginning to find positive rates of change. For example, children in Title I-eligible schools are making gains in reading at the rate of 0.7 grade equivalents per year.

(2) Effects of Different Learning Environments

Title I evaluation activities have provided information to administrators and teachers about project operations, aiding them in establishing learning environments that will help each target-area child reach his full academic potential. One of the most crucial activities in this area is determining the effects of different instructional settings on pupil achievement.

Compensatory education is based upon the assumption that supplementary services can ameliorate low achievement levels commonly found in target schools. An increase in scholastic achievement is intended to result from compensating pupils with increased instructional services. A variety of materials are used in conjunction with instructional settings, encouraging the consideration of individual pupils' difficulties. The teacher can establish settings in which he has better opportunities to diagnose each pupil's achievement level and prescribe tasks which help to eliminate learning deficiencies. Projects funded in the Philadelphia Title I program have established various instructional configurations which are intended to improve the interactions of teachers, pupils, and materials, with the aim of improving rates of educational progress.

Over a two-year period, designated Title I projects were examined to consider cognitive achievement as it related to instructional practices, rather than considering achievement only within the confines of the project itself. This technique is known as cluster evaluation.

As a result of the cluster evaluation, three instructional models were identified according to classroom organization, instructional interactions, and curricular materials used. These instructional models are described in the following paragraphs.

Specialized Instructional Model. Small groups of pupils, identified as having similar educational needs, receive instruction simultaneously. The entire class of 6 to 10 children receives the teacher's full attention. In such a small class, individual problems and achievements tend to determine the focus of instruction for the entire group. The teacher has the major responsibility for determining the direction of instruction, practice, and pacing. Classrooms in Philadelphia's Shared-Time Reading project exemplify this model.

Semi-Individualized Model. A large class of pupils is organized into subgroups of 8 to 10 pupils. Tasks are assigned to the subgroup that may be performed by all members together or by individuals. Teachers have the major responsibility for determining the focus of instruction for each subgroup with which they are working. The pacing is determined by pupils within the subgroups. The individuals within the subgroups need not remain together, and may be reorganized from time to time because of changes in group members' achievements. The nature of the materials available may vary from highly structured (programmed instruction) to minimally structured (a collection of objects, books, etc.). Classrooms in Philadelphia's Reading Skills Centers project exemplify this model.

Fully Individualized Model. Instruction occurs within a small-class setting via unique assignments to each pupil. Independent pupil work is minimal, since each child is guided step by step by the teacher. The teacher evaluates and diagnoses each child's mastery at every level before the next learning experience is prescribed. The Philadelphia program's Computer-Managed Instruction project exemplifies this model.

Identification of these three models led to the examination of relationships between the instructional practices as related to the models, and the rate of pupil achievement after exposure to different instructional models. Studies designed to explore these relationships were conducted. Conclusions drawn from data explored by these cluster questions and from other relevant sources are contained in individual project reports.

Results appear to indicate that projects which exemplify the Semi-Individualized Instruction Model tend to have a greater positive effect upon pupils with low initial achievement levels than do projects which exemplify the Specialized Instructional

Model. Pupils with low initial achievement scores seem to respond more favorably to a semi-individualized setting than pupils with higher initial achievement scores, who may prefer a small-group setting.

The Semi-Individualized Model was found to have useful characteristics for most teachers, since classes are typically large, but pupils are placed in groups of eight to ten for instruction. Within this model, there are general instructional advantages. Teachers can modify the extent of control over pupils by varying their role (e.g., instructor, resource person). By varying the nature of the instructional materials, teachers may shift focus to either the homogeneous group or the individual for diagnostic and prescriptive functions. Teachers may also vary the degree to which pupils take part in the decision-making process (e.g., determining how fast to proceed, what materials to use, what goals to pursue, and at what time to perform various tasks).

A more concentrated examination of these factors might begin to provide useful information for the Philadelphia school system and its decision makers. Through such an examination, suggestions can be made as to which relationships among the variables provide the highest compensating effects upon pupils with differing instructional needs. The evaluation will continue toward this end in the coming years. Questions raised will explore the relationships among instructional practices, pupils' initial achievement levels, and pupils' rates of cognitive improvement. Actual instructional time, diversity of materials, diagnostic approach, nature or kinds of prescriptions, and organization of groups of pupils as classes or within classes are all aspects of instructional models which should receive greater attention. It is believed that this kind of information could be used to identify optimal educative conditions within specific projects and across instructional characteristics of clusters of projects.

(3) Parental Involvement Rates

Another positive effect of ESEA Title I has been involving parents in the educational process. A two-year longitudinal study of the attitudes and perceptions of 5,000 parents of Philadelphia school children was conducted in 1970-1971 and 1971-1972. The findings of that study demonstrate that parents of Title I children (a) are accurately informed about school affairs (including knowledge about Title I projects in their schools), (b) are active participants in school activities, and (c) have positive opinions about their schools.

These levels of parent participation, as published in the School District's annual reports, did not exist prior to 1965.

(4) Factors Influencing Project Success

A fourth positive effect of ESEA Title I was developing information for understanding project operation and project success. Project-by-project assessment supplies decision makers with important management information which can be used in the deployment of individual ESEA Title I projects. It has been noted in previous years' evaluations that certain Title I projects tend to be more effective in some schools than in others. Examination of these data suggests that project impact may be dependent upon the relationship between, and the combined effects of, the operations of the project and the school in which the project is located. Therefore, in order to maximize project effectiveness, school characteristics which are compatible with project goals need to be identified. Once this is completed, projects can be assigned to those schools which possess the combinations of factors that lead to project success.

The preliminary data seem to indicate that the rate of pupil performance is at the highest level where proper alignments exist between needs of the target subpopulations and general programmatic thrusts. Appropriate use of such evaluative information will permit the placement of intervention projects in a way that will satisfy needs of the target population and hasten the development of a method for concentrating compensatory resources.

Historians of the future will doubtlessly credit the Philadelphia Title I ESEA program as a turning point in the revitalization of our urban schools. Although still in its infancy, the Philadelphia program has reversed the drastic downward trend in achievement by enabling target pupils to attain and maintain improved rates of academic progress. With each succeeding year, experiences gained from the program enable school administrators and teachers to create learning environments which maximize each target child's potential for success. Conditions created by the Title I program have dramatically improved community attitudes and participation in the schools and in related educational activities.

ESEA Title I funds have also opened the door to many new opportunities. Target-school administrators are learning how to better deploy their staff and material resources to improve pupil achievement. Teachers in the target schools are becoming more effective in their methods of diagnosis, individualization, and classroom management.

-- Stephen H. Davidoff

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AFFECTIVE EDUCATION

ADMINISTRATOR: Norman Newberg
HEADQUARTERS: Room 323, 21st Street and Parkway
TELEPHONE: 448-3259
PBRS CODE: 511-04-611
OPERATING YEARS: 1968-1975
GRADES SERVED: K-12
NO. OF PUPILS: 15,300
NO. OF SCHOOLS: 41
NO. OF EMPLOYEES: Professional 10, Paraprofessional 1, Clerical 1
CURRENT BUDGET: Regular $214,000, Summer $23,000, Total $237,000
EVALUATION TEAM: Patricia B. Young

PROJECT DESCRIPTION

In the classroom, teachers use a variety of specific techniques to connect the inner life (emotions, concerns) of students with the subject matter. Teachers use role playing, fantasy trips, gaming, physicalizing, and a variety of other group techniques in order to make the classroom experiential for the student. His learning thus personalized, the student is provided with an opportunity to explore several processes he might use to gain a perspective on life problems. The project's teachers also organize curriculum around processes, teaching students "ways of operating" in a variety of contexts.

In order to enable teachers to reach these objectives, the project provides a comprehensive training program which includes an intensive weekend of training, weekly support meetings at which teachers receive additional training and work on shared problems, and numerous other workshop and training opportunities. In addition, the project makes available in-class support by the training staff and a variety of media equipment.

Development of curriculum pieces and organizational innovation are also provided to support teachers. Thus, curriculum projects in several areas of both elementary and secondary levels are supported. Organizationally, the project operates a School for Human Services that serves as an annex to Bartram High School for about 200 students. In addition, in-house programs are being continued at both Bartram and Olney High Schools.

EVALUATION TECHNIQUES

Curriculum analysis, questionnaires, surveys, observations, and standardized tests have been employed to evaluate this project.

KEY FINDINGS

1968-1969 Curricula in Affective Education (e.g., urban affairs and communication) were developed. Students seemed to understand themselves more, generate more alternatives to social-situation problems, and use more explicit language in describing their feelings than a control group.

Teachers indicated a greater awareness and knowledge of techniques of "process" education than they had before.

1969-1970 Comparison between participants and nonparticipants:

1. No real differences were found in attendance in Bartram High School. The Olney High data appeared to indicate that at first Affective students were absent more than regular students, but after a year in the program this trend was reversed.

2. No clear-cut difference between groups with respect to disciplinary referrals was recorded. Patterns were contradictory both across and within schools.

3. Non-Affective students at Bartram and Olney exceeded the Affective groups with respect to quantity of materials read.

4. Interviewers found Affective students more cooperative and open than non-Affective pupils.

1970-1971 Evaluation conducted by project staff indicated the following:

1. Project teachers used a great variety of techniques and were open to trying new ideas.

2. Students in Affective classes viewed their classes quite differently than the comparison group.

3. Affective students demonstrated more positive attitudes toward teachers than comparison groups.

4. Affective students and comparison students achieved at the same rate with respect to reading comprehension and knowledge of American history.

1971-1972 The project staff administered questionnaires and survey devices to participating teachers and pupils which revealed the following:

1. Participating teachers reported that they were dealing with disciplinary matters more constructively.

2. Students reported that they felt more positive about school and that they had improved in scholastic achievement. They also indicated that the human relationship/vocational awareness component was of value.

1972-1973 Results of observations and questionnaires indicated that participating elementary teachers valued and were using many Affective techniques. Teachers varied their pupil groupings to allow for diverse learning styles, and for displaying behaviors indicating openness in expressing and acknowledging feelings as they influence learning. In the junior high school program, no differences were observed between experimental and comparison classes in attendance, but fewer latenesses were recorded among experimental students. At the High School for Human Services, interviews with graduates indicated that the program was influencing students as intended. Students reported that they felt better about themselves and their teachers, had more control over their learning, and felt more skilled in developing interpersonal relationships. Statistically significant superiority in silent-reading comprehension was found among participants in comparison with nonparticipants. In addition, approximately 60% of the high school participants had higher English and social studies grades than in previous years.

1973-1974 The needs of teachers, students, and parents have been met by the Affective Education project through the development of new curricula, teacher training and support, development of new classroom organizational structures, and parent training. Specifically, the project was successful in improving student achievement, attendance, and behavior in school, providing short-term teacher and parent training and support, developing new curricula, encouraging frequent use of affective teaching techniques, and planning for the transgenerational school. The project had limited success in long-term teacher training, improvement of student attitudes toward school, and improvement of the students' self-concepts.

1974-1975 *(Preliminary findings) All aspects of the AEP resource-services component are progressing on schedule. Programs at two target schools, SHS and Tilden, also are progressing on schedule. Monitoring operations and data collection at Gratz will commence in the near future. The communications-network training programs are on schedule. Communications-network classroom observations will commence in March 1975. It is anticipated that most objectives of the Affective Education project will be attained.*

PARTICIPATING SCHOOLS

District 1: Bartram, Belmont, Bryant, Comegys, Daroff, Dunlap, Harrington, Holmes, Lea, Mitchell, Rhoads, Sayre, Sulzberger, Tilden, University City
District 2: Darrah, Vaux, Wayne
District 3: Jackson, Jefferson, Nebinger, Spring Garden, Stoddart-Fleisher
District 4: Blankenburg, Cleveland, Dobbins, FitzSimons, Gillespie, Gratz, Lehigh, Leidy, Peirce, Shoemaker, Strawberry Mansion, Wright
District 5: Ferguson, Hunter
District 6 Mifflin
District 7: Intensive Learning Center, Pennsylvania Advancement, Taylor

ALTERNATIVE PROGRAMS

ADMINISTRATOR: Leonard Finkelstein
HEADQUARTERS: Room 208, 21st Street and Parkway
TELEPHONE: 448-3232
PBRS CODE: 511-03(04)-539
OPERATING YEARS: 1972-1975
GRADES SERVED: 7-12
NO. OF PUPILS: 1,512
NO. OF SCHOOLS: 25
NO. OF EMPLOYEES: Professional 39, Paraprofessional 44, Clerical 2
CURRENT BUDGET: Regular $942,000, Summer None, Total $942,000
EVALUATION TEAM: Roger J. Fishman, B. David Wasserman*

PROJECT DESCRIPTION

This project includes a variety of programs which have typically modeled themselves after open classrooms, schools without walls, minischools, dropout centers, discipline-crisis centers, schools within schools, and schools for students with special problems (gifted learners, academic failures, disruptive pupils, pregnant students). The typical program *(a)* provides the students and their parents with the freedom to choose between educational options, *(b)* has a program or curriculum that is significantly different from the conventional or regular program, *(c)* is a total program, not just a short class or a part of the school day, *(d)* has a location, whether in a separate building, a wing of a school, a community facility, or a few designated classrooms, so it can be distinguished geographically from the regular school program, *(e)* clearly defines the student population to be served, *(f)* has a strong program design evidencing a creative perception of learning and instruction, *(g)* demonstrates that the various school resources are integrated into the project, *(h)* incorporates the wherewithal to respond to needs of the target population, *(i)* establishes a connection between problem definition, the type of student selected, and the program design, *(j)* provides a functional relationship between the off-site unit and the home school, *(k)* includes a reentry mechanism for students to the regular school program, and *(l)* has a guidance and counseling focus.

EVALUATION TECHNIQUES

Program monitoring, checklists, school records, interviews, and achievement tests.

KEY FINDINGS

1972-1973 In information gathered from 20 of the 25 newly formed programs, 11 were reported to be implemented according to the standards of their proposals. The majority of these programs were viewed to be ready for a more thorough evaluation during the 1973-1974 school year.

Comparisons between those programs classified as being implemented and those classified as "not ready" seemed to indicate that the success of any implemented project was related to its being self-contained within a school, being under the direct supervision of the school principal, solving specific problems, and using fairly standard equipment and/or materials.

1973-1974 Only 31 (2.6%) of the 1,212 students in Title I alternative programs were classified as "dropouts" during the current school year. The retention of 97.4% of the participating students exceeded the criterion of a 50% retention rate.

The primary purpose of the testing was to establish baseline data for future annual comparisons of achievement-test scores. However, a sample of Alternative Programs students was included in both the midyear and end-of-year citywide testing programs. Although comparisons of standardized test scores with such a brief period of intervention are subject to many limitations, it was noted that approximately 62% of the Alternative Programs students maintained or improved their national percentile rank in reading and 50% maintained or improved their national percentile rank in mathematics.

Because of the effects of the teachers' strike upon the 1972-1973 school year, comparisons with data obtained for that year were limited. Comparison of average daily attendance (ADA) statistics revealed an improvement in ADA for students in 16 of the programs over their previous year's ADA in the regular school program. None of the 25 programs showed the expected 50% improvement in students' ADA.

The frequency of discipline referrals decreased for the students in 20 of the 25 programs. The minimum expectation of a 75% reduction over the previous year's accumulation of referrals in the regular school program was attained in only nine of the programs.

The total number of major subjects failed by students in 22 programs was less than the total number of subjects failed during the previous school year by these same students when they attended the regular school program. In 16 of the programs the minimum expectation of a 50% reduction in failures was attained.

The parents of students in alternative programs also expressed satisfaction with the instruction in reading (83%) and mathematics (81%) and the students' general experiences in the project (83%).

1974-1975	*(Preliminary findings) In November 1974, a revised version of the Alternative Program Teacher Questionnaire was sent to all alternative program teachers. On the questionnaire, 85% of the teachers indicated positive attitudes toward alternative educational programs. Analysis of the questionnaire subtests showed that, on the average, teachers held positive attitudes toward implementation of the program, time and strain involved with teaching in an alternative program, physical support provided by the program, and the program's curriculum. Negative attitudes were found only toward communication with personnel outside the alternative program.*

A sampling of attendance reports from the Title I alternative programs revealed that four fifths of the programs' average daily attendance figures were higher than those of the base year (1972-1973). This seems to indicate progress toward the attainment of the attendance objective.

All the other instruments used in 1973-1974 to collect data on alternative programs are being revised. These include the Alternative Programs Student Record Form, Student Questionnaire, and Parent Questionnaire. In addition, two new data-collection instruments--questionnaires for nonalternative program students and teachers--are currently being developed.

PARTICIPATING SCHOOLS

District 1:	Bartram, Sayre, Sulzberger, University City, West Philadelphia
District 2:	Barratt, Franklin, Penn, Vare, Vaux
District 3:	Bartlett, Bok, Furness, South Philadelphia, Stoddart-Fleisher
District 4:	Dobbins, FitzSimons, Gillespie, Shoemaker, Strawberry Mansion
District 5:	Jones, Penn Treaty, Stetson, Wanamaker
District 6:	Roosevelt

BENCHMARK

ADMINISTRATOR: Edmund J. Forte
HEADQUARTERS: Room 229, 21st Street and Parkway
TELEPHONE: 448-3291
PBRS CODE: 511-02-057
OPERATING YEARS: 1974-1975
GRADES SERVED: 4-6
NO. OF PUPILS: 1,240
NO. OF SCHOOLS: 31
NO. OF EMPLOYEES: Professional 31, Paraprofessional 49, Clerical 2
CURRENT BUDGET: Regular $750,000, Summer $35,000, Total $785,000
EVALUATION TEAM: Arnold Escourt, Rafe Colflesh

PROJECT DESCRIPTION

The goal of Benchmark is to provide high-intensity basic skills instruction for intermediate-grade children. The project provides small-group and individualized instructional experiences designed to raise each child's achievement to a level commensurate with his ability. Each Benchmark unit serves low-achieving children in grades four, five, and six in a self-contained class setting.

The project is a "reduced class size" model with paraprofessional support. Its student-adult ratio is 10:1. The instructional program itself is diagnostic and prescriptive. Traditional subject-matter areas are part of the curriculum; however, the primary emphasis is on the language arts and computational skills. In those class units with a large population of Spanish-speaking children, instructional techniques and materials are geared to accommodate the particular needs of the children. The instructional process in a Benchmark class unit is an open system with educational progress guided by the School District's lists of instructional objectives. All school services and activities are available to Benchmark students.

EVALUATION TECHNIQUES

Project monitoring (using Observational Checklist), teacher questionnaires, parent questionnaires, phonics inventory, word lists, informal reading inventories, and Mathematics Levels Tests were utilized to gather data.

KEY FINDINGS

1974-1975 *(Preliminary findings) Most of the key enabling objectives have been achieved, and the Benchmark project is being implemented* *according to the planned schedule. Final arrangements have been made for classrooms and teachers in all of the 31 project schools. Pupils have been selected according to project criteria, and teacher training has begun. Supplies and needed materials have been ordered; some have been received by schools.*

Monthly monitoring of project activities indicates that most of the enabling objectives will be achieved on schedule. The quality of teachers observed at training sessions, and the level of efficiency of the project leaders indicate positive progress toward the attainment of the instructional objectives.

PARTICIPATING SCHOOLS

District 1: Barry, Belmont, Daroff, Holmes, Locke, Washington
District 2: Bache, Childs, Gideon, Morris
District 3: Hawthorne, Jefferson, Kearny, Southwark, Spring Garden, Wister
District 4: Blaine, Cleveland, Dick, Heston, Kenderton, Lehigh, Leidy, Stanton, Wright
District 5: Ferguson, McKinley, Miller
District 6: East Falls, Steel
District 7: Bethune

BILINGUAL EDUCATION

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-538
OPERATING YEARS: 1972-1975
GRADES SERVED: 1-8
NO. OF PUPILS: Nonpublic 811
NO. OF SCHOOLS: 10
NO. OF EMPLOYEES: Professional 14, Paraprofessional 5, Clerical 2
CURRENT BUDGET: Regular $245,000, Summer $14,000, Total $259,000
EVALUATION TEAM: Marion Kaplan, Larry Aniloff, Carrolyn Iwamoto

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PROJECT DESCRIPTION

The Bilingual Education project is designed to correct the deficiencies of Spanish-speaking children relative to the development of language skills in English, the language of the classroom. These deficiencies were discovered through standardized testing which revealed a degree of retardation of Spanish-speaking children in their performance in academic skills of nearly two full years when compared with a national norm.

The project initially attempts to improve achievement of the Spanish-speaking children in mathematics and reading by effecting an average gain of 10 months for each school year of instruction, to improve language competency in both English and Spanish, and to provide staff-development activities to improve teacher competency in communicating with Spanish-speaking children.

Some bilingual teachers and auxiliary bilingual teachers function in a Spanish Center which provides instruction to approximately 120 to 160 students selected from the schools because of acute difficulty with English in performing in the regular classroom setting. The remaining teachers function in the individual schools.

EVALUATION TECHNIQUES

Standardized achievement tests, locally produced competency tests, and the Observational Checklist were used to evaluate pupil progress.

KEY FINDINGS

1972 - 1973 The learning center became operational in early spring and was functional for the remainder of the school year at approximately 60%

capacity. The six bilingual teachers in the participating schools functioned primarily as instructors of Spanish. The four teachers in the learning center concentrated primarily on the improvement of basic skills. All enabling objectives were achieved during the year.

1973-1974 Sixty-one percent of the pupils mastered two or more levels in mathematics, 46% mastered two or more levels in reading, and 45% mastered two or more levels in Spanish.

Further analysis of the records indicated that in Grades 4-8, 76% of the pupils mastered two or more skill levels in mathematics, 60% mastered two or more levels in reading, and 61% mastered two or more levels in Spanish. Thus, while the project was not successful in every grade in having 60% of the pupils gain two levels in each of the subjects, the 60% criterion was met in all subjects by the pupils in Grades 4-8.

With little variation from grade to grade, 179 (80%) of the 225 referred pupils attained mastery in the areas of deficiency for which they were referred. This represented progress toward, but not attainment of, the stated objective of 90%.

Comparison of 1973 and 1974 scores from the Bilingual Education Project Student Survey indicated no differences in the self-concepts or school-related attitudes of the pupils. Pupils' attitudes appeared to be neutral in both years.

1974-1975 *(Preliminary findings) The implementation of the Bilingual Education project has improved over the past two years of operation. This is especially evident in the Cariño Center component. Improved screening and record keeping and more intensive supervision of instruction should facilitate the attainment of the objectives for this component.*

The bilingual-auxiliary-teacher component has changed considerably this year. The role of the teacher varies greatly from school to school.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Bonaventure, St. Boniface, St. Edward, St. Francis Xavier, St. Malachy, St. Michael, St. Peter Apostle, St. Stephen, St. Veronica

COMMUNICATIONS EXPERIENCES

ADMINISTRATOR: Jon Dunn
HEADQUARTERS: Landreth School, 23rd and Federal Streets
TELEPHONE: DE 6-7788
PBRS CODE: 511-18-612
OPERATING YEARS: 1968-1975
GRADES SERVED: PK-12
NO. OF PUPILS: 2,040
NO. OF SCHOOLS: 14
NO. OF EMPLOYEES: Professional 4, Paraprofessional 0, Clerical 1
CURRENT BUDGET: Regular $55,000, Summer $3,000, Total $58,000
EVALUATION TEAM: Lisbeth Sorkin

PROJECT DESCRIPTION

A Film/Media Center for Communications serving as a workshop and resource facility for this project has been established in a target-area school. The staff assigned to the Center develops a program that focuses on *(a)* media study, a critical approach to various media which represent significant cultural and/or environmental forms that influence perception, human relationships, and lifestyle; *(b)* media responses, affording children opportunities to learn to use the tools of different media; and *(c)* curriculum development, developing multimedia approaches to the teaching of specific units in existing curricula. The strategies fashioned in the Center are diffused throughout the district being served by the teachers from target-area schools who participate in project activities.

EVALUATION TECHNIQUES

Formative techniques: instrument development, observation systems, and survey techniques.

KEY FINDINGS

1968-1969	Evaluation focused on development of techniques and materials. A start was made in the construction of some rather unique teacher-education experiences which used film to sensitize teachers to the subtleties of some aspects of learning.
1969-1970	Evaluation conducted by project staff. Questionnaires revealed that teachers and principals received the project favorably.
1970-1971	Evaluation conducted by project staff. Formative evaluation revealed that continued support was required in order to have impact upon schools.

1971-1972 Teachers and principals indicated satisfaction with the learning experiences provided by the project materials and staff. Materials and services were supplied to 42 Title I schools. In the case of special equipment, 23 of the 42 schools used the equipment which was available to them on loan. Approximately 25% of the respondents felt that they needed more assistance in the media area.

1972-1973 A new staff provided continuing CE services, including lending films and equipment, working with teachers and their classes on media projects, and providing workshops. Teachers reported positive effects of the project to be a greater understanding of media processes and the application of media to children's learning processes. The students have shown a greater awareness of their environment and a greater sophistication in the use of media. Staff support and materials were not available consistently throughout the year because of the large number of teachers the project has attempted to serve.

1973-1974 When pupils were asked on a special pupil questionnaire how many different media projects they had completed, 50% of 194 respondents to the questionnaire indicated two or more projects. Of the 36% who reported only one project completed, a majority named a complex, long-term activity that involved many skills and subproducts.

The attitude section of the pupil questionnaire elicited positive responses from 76% of the pupils. Although the percentage was slightly less than the 80% criterion, the intensity and frequency of positive comments voluntarily written on the survey forms by the pupils was judged by the evaluators to reflect a satisfactory attainment of this objective.

1974-1975 (Preliminary findings) Repeated scheduling changes and the influx of new CE personnel who need an extended training period have made evaluation of the project difficult. However, activities reportedly are occurring as planned, and the project will probably attain its objectives.

PARTICIPATING SCHOOLS

District 1: Bartram, Longstreth
District 2: Barratt, Franklin, Kelley, Landreth, McDaniel, Poe, Smith
District 5: Miller, Moffet, Penn Treaty, Stetson
District 6: Dobson

COMPREHENSIVE MATHEMATICS

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 310, 21st Street and Parkway
TELEPHONE: 448-3668
PBRS CODE: 511-02-523
OPERATING YEARS: 1972-1975
GRADES SERVED: K-12
NO. OF PUPILS: 67,390
NO. OF SCHOOLS: 138
NO. OF EMPLOYEES: Professional 123, Paraprofessional 0, Clerical 1
CURRENT BUDGET: Regular $2,022,000, Summer $51,000, Total $2,073,000
EVALUATION TEAM: Joseph Wroblewski

PROJECT DESCRIPTION

This project is organized into several components which attempt to improve the performance of target-area pupils in mathematics.

A. Comprehensive Plan for Raising the Level of Achievement in Mathematics for Children in Grades 1-6

This component's objective is to provide an elementary mathematics resource teacher in each of the participating schools. The resource teacher's responsibilities include providing leadership in mathematics on a full-time basis to the school family, providing materials and activities for effective instruction, assisting the administrator of the school to individualize the mathematics program, planning and implementing a comprehensive program for remediation, and providing for the articulation of mathematics with the other areas of the school curriculum with specific emphasis on reading.

B. Project to Strengthen the West Philadelphia Mathematics I Program in Basic Skills (9th and 10th Grades)

Ninth- and tenth-grade pupils in the Mathematics I program are rerostered with no more than 25 assigned to any class at any of the three levels. The coordinator demonstrates and supervises the use of laboratory equipment on each class level. In addition he introduces the staff to new techniques through both demonstration and supervision.

C. Activity-Centered Mathematics for Retarded Educable Children (Elementary)

A two-week summer in-service program is provided for the 24 participants chosen. Three experienced leaders in the active learning process provide a 50-hour workshop utilizing all the materials for the establishment of classroom resource centers. During the school year, follow-up workshops are provided so that teachers can share immediate problems, discuss progress, and receive continuous help. A special education teacher with a strong background in mathematics is assigned full time to provide ongoing assistance to all participating teachers. Each participating classroom is provided with all of the instructional aids, materials, books, and equipment necessary to carry on the program.

EVALUATION TECHNIQUES

Student achievement is measured using the Iowa Tests of Basic Skills and the Philadelphia Tests of Fundamentals of Arithmetic.

KEY FINDINGS

1972-1973 The project is being implemented on schedule. Each of the participating schools has a mathematics specialist assisting the teachers in developing and presenting more effective lessons in mathematics. Formative information is being gathered to improve the project's impact. Plans have been developed to provide individual and group mathematics-level progress data to each participating elementary school.

1973-1974 Component "A". A median growth rate of two levels per year was indicated across all districts as measured by the Philadelphia Mathematics Evaluation Test. This gain was equivalent to 0.75 year's growth (not the expected full year's growth) in one year.

The median level of growth across districts as measured by the Philadelphia Mathematics Evaluation Test indicated that two instructional levels (not the expected three) were achieved.

Component "B". Results of administration of the Individualized Learning for Adults program booklets and the Philadelphia Fundamentals of Arithmetic Test indicated that all students progressed in some area through the use of the ILA booklets and that significant gains were made on the arithmetic test from pretest to posttest.

Results on the Comprehensive Tests of Basic Skills indicated mean grade equivalents of 5.7 on the pretest and 6.7 on the posttest. The improvement of one grade level in one year was an improvement in achievement rate for pupils who were deficient an average of two years or more at the freshman center.

Component "C". Comparison of pretest and posttest scores on the Key Math Diagnostic Arithmetic Test showed an increase in score that was significant at the .005 level.

1974-1975 *(Preliminary findings) The components of the Comprehensive Mathematics project are being implemented and the designated pretests have been given. Attainment of pupil-achievement objectives can be determined after the spring posttests.*

PARTICIPATING SCHOOLS

District 1: Barry, Bartram, Belmont, Bryant, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Rhoads, Sayre, Shaw, Sulzberger, Tilden, Washington, West Philadelphia, Wilson, Wolf

District 2: Alcorn, Arthur, Audenried, Bache, Barratt, Benson, Bregy, Carver, Childs, Darrah, Douglass, Gideon, Kelley, Landreth, Martin, McDaniel, Meade, Morris, Peirce, Poe, Reynolds, Sartain, Smith, Stanton, Vare, Vaux, Waring, Wayne

District 3: Bartlett, Furness, Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Nebinger, Southwark, Spring Garden, Stevens, Stoddart-Fleisher, Vare, Washington, Wister

District 4: Blaine, Blankenburg, Cleveland, Dick, Duckrey, FitzSimons, Gillespie, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Peirce, Pratt-Arnold, Rhodes, Shoemaker, Stanton, Stokley, Strawberry Mansion, Walton, Whittier, Wright

District 5: Brown, Clymer, Dunbar, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jones, Ludlow, McKinley, Miller, Moffet, Penn Treaty, Potter-Thomas, Powers, Sheppard, Thomas, Welsh, Willard

District 6: Dobson, East Falls-Fitler, Emlen, Fulton, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Pickett, Roosevelt, Steel, Wister

District 7: Bethune, Intensive Learning Center, Pennsylvania Advancement, Smedley, Stearne, Taylor

COMPREHENSIVE READING PROJECT

The Comprehensive Reading Project has several components, which are reported consecutively in the following order:

- Classroom Aides
- Districts 1-7 Reading
- Improvement of Reading Skills "A" and "B"
- Improvement of Reading Skills "C"
- Individualized Education Center
- Instructional Materials Centers
- Kindergarten Aides
- Language Arts Reading Camps
- Operation Individual
- Parent School Aides
- Primary Reading Skills Centers
- Reading Enrichment and Development
- Reading Improvement through Teacher Education
- Summer Adventures in Learning
- Summer Reading Readiness

CLASSROOM AIDES
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Milton Goldberg
HEADQUARTERS: Room 230, 21st Street and Parkway
TELEPHONE: 448-3320
PBRS CODE: 511-02-518
OPERATING YEARS: 1967-1975
GRADES SERVED: 1-3
NO. OF PUPILS: 11,062
NO. OF SCHOOLS: 43
NO. OF EMPLOYEES: Professional 1, Paraprofessional 181, Clerical 1
CURRENT BUDGET: Regular $1,152,000, Summer None, Total $1,152,000
EVALUATION TEAM: Louis Scheiner, John Ready, Fleta Waters

PROJECT DESCRIPTION

Teachers in the inner-city schools need additional time to provide individualized instruction and contact with children. Exceptional children also need more attention. Learning experiences for the children should be aimed toward success rather than complete frustration. The children's specific educational needs must be met through small-group instruction. Children derive benefit from learning-successes, more and better supervision, more adult reinforcement, and rapid feedback.

Experienced classroom aides are providing a greater adult/pupil ratio in the classrooms. In addition, they relieve the classroom teacher of many clerical duties. This kind of involvement provides additional support for managing the classroom and allows immediate utilization of individualized instruction.

EVALUATION TECHNIQUES

Survey techniques, structured observational system, comparisons of basic skills (ITBS) growth over period of involvement.

KEY FINDINGS

1967-1968 Classes with aides showed higher gains in ITBS scores than classes without aides. It was observed that the greatest effect on pupil progress appeared when the aides spent a large proportion of their time with one class.

1968-1969	Aides program, as constituted, was not freeing teachers from nonteaching tasks nor causing a larger proportion of time to be spent in professional activities. Comparisons of Reading and Total Arithmetic scores (ITBS) showed that aides had not significantly improved progress beyond that of classes without aides.
1969-1970	Observations indicated that the presence of aides permitted individualization of instruction. The instructional activities of the aides did not appear to lead to improvement in pupils' reading performance.
1970-1971	The presence of the aide reduced the number of noninstructional tasks the teacher performed. Teacher interviews and classroom observations confirmed widespread use of aides for tasks which, without the aide, would limit the amount of time teachers would have for teaching. The presence of the aide increased the amount of individualized or small-group instruction the pupils were receiving. Such individualization occurred when aides were used for instructional tasks, but not when they were used primarily for noninstructional tasks.
1971-1972	Classroom monitoring and structured interviews with principals and teachers indicated that certain changes within the project had seriously undermined its effectiveness. The lack of a program director led to a gradual breakdown of specific definition and direction. This situation was compounded by the removal of consultant teachers, who had been responsible for the assigning, monitoring, and developing of aides. Since their removal, some of these tasks became the responsibility of other school personnel (e.g., reading teacher and principal), and other tasks were not performed. In some schools, some of the aides were redesignated to other programs and attended college in the afternoon. This resulted in a reduction in the available aide service in those schools. These conditions have impaired the effectiveness and viability of the project.
1972-1973	Overall, the facilities, equipment, and materials were adequate. The presence of the aide generally allowed more time for the teacher to conduct either whole-group or small-group instruction. In all cases, teachers reported the aide service as extremely useful and contributing to the enhancement of the instructional program. Again there appeared to be no project coordinator who would be directly responsible for its organization, for conducting periodic checks of aide utilization, for planning staff development, and for working with individual principals in solving any difficulties that might arise among teachers, aides, and principals.
1973-1974	The project's two stated objectives were attained: (a) teachers with aides were observed devoting more time to individual and small-group

instruction than non-CA teachers; (b) the aides' presence led to less frequent discipline incidents in CA classes than in non-CA classes, enabling the teacher to conduct her lesson without interruption, and relieved the teacher of many clerical duties that were done by non-CA teachers.

1974-1975 *(Preliminary findings) As the Classroom Aides project is presently being implemented, all components of the objective are being met. With few exceptions, school administrators are cooperating by assigning aides only to primary grades and to three or fewer classes. Teacher and aide reports concur with the evaluators' observations that aides spend the majority of their time servicing small groups and individual children. Thus, teachers are able to better implement an individualized and small-group instructional program.*

PARTICIPATING SCHOOLS

District 1: Belmont, Locke, Rhoads, Washington
District 2: Alcorn, Bache, Carver, Darrah, Douglass, Gideon, Kelley, Meade, Morris, Poe, Reynolds, Wayne
District 3: Hawthorne, Jackson, Jefferson, Kearny, Meredith, Southwark, Spring Garden, Washington, Wister
District 4: Blaine, Blankenburg, Dick, Hill, Stanton, Stokley, Wright
District 5: Fairhill, Ferguson, Hartranft, Hunter, Ludlow, McKinley, Miller, Moffet, Welsh
District 6: East Falls, Mifflin

DISTRICTS 1-7 READING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR:	District Superintendents and Reading Managers
HEADQUARTERS:	District Offices
TELEPHONE:	District Offices
PBRS CODE:	511-01(02,03,04,05)-796
OPERATING YEARS:	1970-1975
GRADES SERVED:	K-12
NO. OF PUPILS:	100,052
NO. OF SCHOOLS:	158
NO. OF EMPLOYEES:	Professional 106, Paraprofessional 666, Clerical 15
CURRENT BUDGET:	Regular $4,084,000, Summer $78,000, Total $4,162,000
EVALUATION TEAM:	Irvin Farber, District Research Associates and Assistants

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PROJECT DESCRIPTION

Reading teachers and classroom aides receive intensive staff development prior to entering the classroom, continuous in-service training after the school year begins, and follow-up support through visits by reading specialists and supervisors to individual classrooms. Instructional personnel are prepared in methods of implementing the program in the classroom, of diagnosing problems and prescribing individualized instruction, and of monitoring and recording pupil progress. Personnel also learn how to make full use of other resources available to them inside and outside the school building. While the District Reading projects include various reading programs and techniques according to the needs of the individual pupil and/or classroom, three instructional principles are basic and represent the procedural framework for all: *Diagnosis*, pinpointing pupil strengths and weaknesses; *Prescription*, individualizing instruction to teach and reinforce skills; and *Assessment and Evaluation*, continuous monitoring and recording of pupil progress.

Pupils served by these projects are given diagnostic tests to highlight specific skills needed. Teaching personnel then develop individual instructional programs designed to meet those needs.

Widely varying staffing patterns, teaching techniques, and instructional materials are employed to teach the major areas of the reading program: decoding, comprehension, study skills, and literature. Classes may be organized homogeneously or heterogeneously. Team teaching, new or different ways of using classroom aides and volunteers, and peer tutoring are a few examples of approaches which are employed. Multilevel, multimedia, and multisensory materials are utilized. Pupils benefit from language enrichment as well as reading motivation through literature programs in which means for student selection are provided. Teachers and aides are encouraged to make maximal use of the historical, cultural, social, and business resources in the school community, as well as the supportive counseling, health, and instructional resources already available in the school itself.

The District Reading projects also place great emphasis on involvement of parents, community, and school personnel in planning, implementation, and evaluation. Each district has constructed its own approach; details are available in the respective district offices.

EVALUATION TECHNIQUES

Standardized tests, informal reading inventory, monitoring, observational checklists, surveys, and interviews.

KEY FINDINGS

1970-1971 Each district produced an individual reading plan that was approved by the Instructional Council. A management-information system was designed to provide continuous feedback on the child, grade-level, building, and district levels. Initial measurements of pupil performance were taken and staff-development programs were initiated. The overall evaluation indicated that all districts were operational and implementing the approved plans. The initial operational goals for the first year were achieved.

1971-1972 *District 1.* The previous pattern of decline in pupil performance in reading was halted and improvement was noted in the elementary grades. Significant gains in reading were made in Grades 3, 9, and 12. Smaller advances were observed in Grades 5, 6, and 10. Grade 4 remained static. Grades 7, 8, and 11 showed regression. The percentage of pupils scoring below the 16th percentile has decreased for most elementary grades and for Grades 9, 10, and 12.

Achievement of specific program objectives was uneven, with none being achieved by more than a few grades. Because of the experience of these two years, objectives were revised to be more realistic and achievable.

District 2. During the second year of the District 2 Reading project, the pattern of improvement noted at the end of the preceding year in Grades 2-4 was expanded. Ten of 12 grades improved by reducing the percentage of students below the national 16th percentile (according to the reading subtests of the CAT). Six grades showed an increase in the proportion of students performing above national norms. In the elementary schools, the lower grades continued to show greater improvement than Grades 5 and 6. For the first time, improvement was significant at the junior high school level; but this was largely attributed to one school.

Implementation continued to be most complete in the elementary schools. Junior highs improved noticeably, but implementation of senior high school programs continued to lag.

There were six kindergarten programs. The Bank Street approach, which was used with children in low-achieving schools, cost least of all for materials during the second year but showed results on the standardized kindergarten tests superior to the other programs (and above national norms on two of the three subtests related to reading).

After Grade 3, the students did less well on vocabulary than on comprehension, while in the early grades vocabulary development exceeded comprehension skills. It was suspected that vocabulary development received less stress after Grade 3 and that thereafter the poorer students were comprehending to the limit of their vocabulary.

The early vocabulary development might have been due to the emphasis on decoding and vocabulary of the programmed materials used with about half the children in the early grades. The most consistent patterns of improvement in the district were found with students in the McGraw-Hill/Sullivan approach.

District 3. Evaluation of the District 3 Reading project included both judgmental and quantifiable observations. These observations were determined either by consensus of critical staff (e.g., reading-project staff, district and central office staff) or by way of specified achievement or diagnostic tests (e.g., CREAD, PRT).

Generally, the District Reading project became considerably more operational and familiar to district staff. The various aspects of the program, such as community reading centers, a fledgling parent advisory council, a functional clusterization of schools, and staff-development workshops, were more vigorously operative than was the case for the initial year.

Test scores from the CAT showed a definite improvement over scores observed during the initial year. This improvement in test scores was evidenced both in the fact that fewer pupils were scoring in the below-16th-percentile category, and in the progressive improvement in the average percentile score.

District 4. Standardized reading-achievement test scores indicated that District 4 pupils experienced a successful year. Full implementation of the reading programs was also indicated, including the application of the proper materials and personnel.

To aid in the implementation of the program, phonics-mastery data were collected. Analysis and feedback of these data served to assist the district management in reconstructing program activities to achieve the objectives.

In summary, all primary grades met their stated achievement objective of 0.9 year gain from the pre- to the posttest. Four of the six secondary grades (9-12) met their stated achievement objective of 0.8 year. Grades 7 and 8 did not achieve the objective. These results clearly dictated that an additional thrust was needed at the junior high school level. Almost all of the first- and second-grade classes achieved grade-level reading competency. There was evidence that the decoding program selected as the initial thrust was appropriate to meet the needs of the population.

District 5. The 1971-1972 reading program in District 5 achieved limited but meaningful success as measured by standardized tests and various monitoring techniques and survey instruments.

In vocabulary there was a decrease in the number of children scoring below the 16th percentile in all grades (1-8) where standardized tests were given, with the exception of Grade 7. Reading comprehension scores improved as indicated by a decrease in the number of pupils scoring below the 16th percentile in Years 1, 2, and 3, and Grades 5 and 6. These improvements, while generally small, compared very favorably with previous test results which had shown a progressively worsening distribution of scores. The implication of these results was that District 5 had arrested the slide in achievement levels and that the impact of the concerted effort in reading was beginning to be reflected.

Surveys of teachers and principals indicated a higher level of satisfaction with the Lippincott program than with BRL, but both programs were perceived by principals as being implemented in at least a satisfactory way. Monitoring and observation by supervisors, principals, and consultants supported the finding that both programs were generally being properly implemented.

Comparison of fourth-grade test scores in schools using BRL at that level with fourth-grade scores in schools using Lippincott indicated that there was probably no significant difference as a function of the program. This finding argued for a wider use of Lippincott, since it was significantly less expensive than BRL.

Data regarding the efficacy of the kindergarten-teacher staff-development program were mixed, raising questions as to the desirability of the continuation of this thrust.

District 6. The 1971-1972 District 6 Reading project maintained the direction and commitment adopted in the initial year of 1970-1971. Program emphasis and budget priorities were given to students in the early school years and to those pupils achieving at the lowest reading levels in all grades. Individual schools identified their own needs and developed and implemented programs based upon their needs assessment.

The district objective to reduce the number of pupils below the 16th percentile was met in Year 3 only. In no grade was the district GE objective met. However, in both GE score and percentage of pupils below the 16th percentile, progress--or a halt to prior retrogression--was made over the two-year period. The greatest progress was made in the areas of district priority--the lower grades and the lowest-achieving pupils in all grades.

Over the district, the best gains were derived from programs which received the most funding and obtained additional supportive personnel.

Median reading achievement as measured by informal reading inventories increased in all but one grade over the period from December 1971 through May 1972. During this same period, the percentage of kindergarten pupils reading at or above the preprimer level increased from 1% to 24%. This exceeded the kindergarten objective of 15%.

District 7. The District 7 reading plan for the second year was based on key elements of the first year's program. Major aspects of the plan involved continuation of homogeneous clustering of schools according to reading needs, use of decoding materials for targeted schools, staff development for the improvement of instructional skills in reading, and close monitoring of pupil achievement.

The proportion of pupils scoring below the 16th percentile on the Reading subtest of the ITBS increased. This trend was most dramatic in targeted (i.e., lowest-achieving) schools, but was also evident in the highest-achieving cluster. The highest-achieving cluster showed also a decline in the number of pupils scoring above the 84th percentile.

District monitoring data indicated that alphabet mastery was achieved by the great majority of Year 1 and Year 2 pupils.

Pupils in Basal programs progressed at a median rate of one book level per year in Grades 1-8, as indicated by informal reading inventories.

Targeted pupils working in programmed readers covered a median of four books per year in Grades 1-4. Pupils in Grades 3 and 4 were not significantly different from Year 2 pupils in either rate of achievement or level attained.

Phonics skills continued to be a problem area. Standard diagnostic tests indicated weakness in phonics skills in Grades 4-9. The Sight and Sound Inventory indicated that one third or more of the pupils in Grades 2-8 had not attained required phonics skills. Vowel sounds were the biggest problem.

No data were available to evaluate secondary programs.

1972-1973 *District 1.* Standardized testing for Grades K-8 was not conducted because of the prolonged teacher strike. The instructional objectives based on informal reading inventories given in October 1972 and May 1973 were achieved for Grades 2-7. Objectives for Grade 8 were partially achieved.

None of the grades performed better in May 1973 on an informal reading inventory than the same grade during the previous year. There was a decrease in book level for the average pupil in Grades 2 and 4, while in the other grades the book levels remained the same as for last year's classes.

On a phonics inventory administered in Grades 1-6, pupils in all grades exhibited serious weaknesses in the vowel sounds (both short and long), in the vowel digraphs and diphthongs in the rhyming words, and in nonsense syllables. It was recommended that alternative methods of teaching reading comprehension should be employed with intermediate-grade pupils who consistently fail to grasp phonics skills.

Grades 9-12 performed more poorly than last year's classes and none of their objectives were achieved. There was a significant increase in the number of students scoring below the 16th percentile on the Reading subtests of the Comprehensive Tests of Basic Skills.

District 2. During the third year of the District 2 reading plan, the pattern of improvement noted at the end of Years 1 and 2 was continued. Seven of nine grades improved by reducing the percentage of students below the national 16th percentile (according to the Reading subtests of the CAT). All six elementary grades improved on this index. Seven of nine grades also showed an increase in the proportion of students performing above national norms. In the elementary schools, the earlier grades continued to show greater improvement than Grades 5 and 6. Improvement in the junior high school was most consistent in the ninth grade.

Implementation continued to be most complete in the elementary schools. Junior high schools improved noticeably, while implementation of senior high school programs improved but continued to lag behind the lower levels.

There were six kindergarten programs. The Bank Street approach, which was used with children in low-achieving schools and had a low cost for materials after the initial year, showed results on the standardized kindergarten tests superior to the other programs for the second year and was above or near national norms on all three subtests related to reading this year.

After Grade 3, the students did less well on vocabulary than on comprehension, while in the early grades vocabulary development exceeded comprehension skills, suggesting that vocabulary development received less stress after Grade 3 and that thereafter the poorer students are comprehending to the limit of their vocabulary.

The early vocabulary development may be due to the emphasis on decoding and vocabulary of the programmed materials used with about half of the children in the early grades. The most consistent patterns of improvement in the district were found with students in the McGraw-Hill/Sullivan approach.

District 3. The results of a shortened program year are not directly comparable to those of a full program year. Although many schools had meaningful instructional programs during the various portions of the 1972-1973 school year, for at least two months the reading program was essentially nonoperational as an organized system of special emphasis on reading at the district level.

End-of-year samples were taken of achievement testings in Grades 1-11, and teacher ratings of mastery on reading competencies were collected for kindergarten and Year 1. California Achievement Test data from the sample testing showed, on a same-grade comparison, that in Grades 2-5 the median total scores remained above those of 1971. No consistent pattern of gains over the 1972 results could be substantiated.

District 4. The reading scores for the 1972-1973 school year indicated that most pupils were able to "hold their own." The improvement was not spectacular, but, except for the senior high pupils, there was modest improvement. Modest improvement can be significant, when the nature of the 1972-1973 school year is considered.

Implementation of the program is now considered complete, except for some secondary pupils. Curriculum and rostering adjustments at the secondary level are more difficult to achieve than at the elementary level.

In terms of actual improvement in reading achievement, the Fall 1971 CAT scores indicated that 51.8% of the district's pupils scored at or below the 15th percentile. Eight months later, Spring 1972, the percentage of pupils scoring at or below the 15th percentile was

37.2%. In Spring 1973, the percentage of pupils scoring in the same percentile category was 35.5%. Hence, from Fall 1971 to Spring 1973 there was a total reduction of 16.3 points in the percentage of pupils scoring below the 16th percentile.

During the same period, there were increases of 3.7 points in the percentage of pupils scoring between the 16th and 49th percentiles and 8.6 points in the percentage of pupils scoring between the 50th and 84th percentiles. In the highest percentile category, above the 84th, there was a 3.9 percentage-point increase, which is substantial, when it is considered that this is the category designated "gifted." Currently, a total of 1,897 pupils (5.8%) have achieved this distinction.

The results of the program's third year clearly indicate, as they did during the program's second year, that an additional thrust is needed at the secondary level. For total program success it is necessary that gains achieved in the elementary grades be sustained and augmented at the junior and, especially, the senior high school levels.

District 5. The disruptive events of the 1972-1973 school year made it extremely difficult to assess accurately the impact of the District 5 Reading program for that period. Standardized tests (given only in Years 1, 2, and 3) produced a somewhat mixed picture of student progress in the district.

As measured by the California Achievement Test (CAT), vocabulary skills improved markedly in Years 1 and 3. Comprehension skills suffered significantly in Years 1 and 2, and total reading scores improved in all three grades. Generally, the gains were more impressive than the losses, but with the loss of eight weeks of instructional time it would be most difficult to identify variables which might have contributed to the obtained results.

One variable which was studied was the amount of time spent by principals in monitoring the teaching of reading. No significant correlation between monitoring and pupil achievement was obtained. However, with the overwhelming approval of the monitoring system by the principals, it was decided to continue the monitoring program for at least a second--and perhaps uninterrupted--year.

District 6. The 1972-1973 District 6 Reading program expanded in emphasis and direction over preceding years. The early school years continued to be a primary area of concentration, but priority was given to the intermediate grades and articulation between kindergarten and Year 1.

Districtwide guidelines to achieve these project goals were established. Individual schools identified their own specific needs and developed appropriate programs within the district guidelines.

Disruptions to the program were experienced twice, during teacher strikes. Evaluation, as well as program activity, was affected. The citywide testing program scheduled for Spring 1973 was canceled. The midyear collection of data was eliminated. Data from such testing were crucial to evaluation of the district objectives for 1972-1973.

Sample testing with the California reading test was carried out in Year 1 through Grade 11 to provide base data for evaluation of 1973-1974 district objectives.

A start has been made in developing the capability to analyze the effect of pupil mobility on individual pupil progress. This, in turn, will yield a more accurate measure of group progress.

District 7. This was a unique year. A new Reading Project Manager was greeted with two work stoppages, the Reading Team was short one Cluster Leader, and the district reading policy-making group had a complete turnover of leaders. A new pupil-monitoring form was tried. In midyear, one Cluster Leader resigned. Teacher alienation was at its peak. Midpoint data were not gathered, and the citywide standardized testing program was canceled.

On tests administered within the district, pupils in Grades 1 and 2 achieved the objectives for alphabet mastery, and pupils in Grades 1-6 exceeded their past years' records in each area of phonics skills tested. While implementation of the plan was handled best in the elementary schools, senior high schools initiated meaningful programs. The junior highs and the upper elementary grades (7-8) continued to improve their reading programs. The planned staff-development program suffered both in spirit and in extent of implementation because of the unique circumstances of the year. No summer program was conducted.

1973-1974 *District 1.* Comparison of results of Fall 1973 and Spring 1974 testing indicated an increase of more than 5% in phonics mastery for all grades tested. The single-consonant-in-position phonics element was mastered at the rate of 72% in 1973 and 75% in 1974 (a gain of less than the expected 5%).

On the Spring 1974 group informal reading inventory, the median pupil, the 25th-percentile pupil, and the 75th-percentile pupil in each grade showed a gain of one book level since the end of the preceding year.

District 2. Comparable data on comprehension were collected in Grades 2, 4, 6, 9, and 12. Of these, Grades 2, 4, and 6 met the objective of having 2% more pupils (than in the preceding year) score above the national 50th percentile, while Grades 2 and 12 met the 3% objective for improvement above the national 16th percentile. Compared with 1971 results, Grades 2, 4, 6, and 9 (all except 12) showed improvement above the national 50th percentile, while all five grades (2, 4, 6, 9, and 12) showed improvement above the national 16th percentile.

Comparable data on vocabulary were collected in Grades 1, 2, 4, 6, 9, and 12. Of these, Grades 1 and 12 met the 2% objective for improvement above the national 50th percentile, while Grades 1 and 4 met the 3% objective for improvement above the national 16th percentile. Compared with 1971 results, all six grades (1, 2, 4, 6, 9, and 12) showed improvement above the national 50th percentile, while five grades (1, 2, 4, 6, and 9) showed improvement above the national 16th percentile.

On Level A of the Sight and Sound Inventory, 82% of the third graders scored at the mastery level, while on Level B 36% scored at the mastery level.

The average kindergarten pupil in 1974 scored at the national 58th percentile (up from the 51st in 1972) in Letters and Sounds, and at the national 34th percentile (up from the 31st) in Aural Comprehension.

District 3. In Year 2 through Grade 6, four of the five grades improved in vocabulary by reducing the percentage of pupils below the national 16th percentile. The reductions from 1972 to 1974 were between 5% and 10%. Two of the five grades showed improvement on this index on the comprehension subtest. No elementary grade achieved the objective of a 25% reduction.

In Grades 7-12, four of the six grades showed improvement in vocabulary by reducing the percentage of pupils below the national 16th percentile. The reductions from 1972 to 1974 were between 2% and 12%. Five of the six grades showed improvement in comprehension with reductions of 2% to 17%. The objective (12% reduction) was met by one grade in vocabulary and by two grades in comprehension.

Of the total district's third-year pupils, 70% passed the individual testing on the Dolch Basic Sight-Word Vocabulary. Of the Title I population, 64% passed.

District 4. Consistent with past performance, District 4 pupils exhibited improvement in reading. In terms of the stated objectives, most of which were considered too ambitious for the project's fourth year, only the one for Grades 1-5 was met, and that only partially. Although the stated objective for Grades 6-9 was not met, these grades made observable gains. In fact, their trend toward less and less annual gain in achievement in the upper grades was broken this year for the first time.

Grade 1 exceeded the national distribution (9% below the 16th percentile and 24% above the 85th percentile). Grades 3 and 4 approached the national distribution but were not close enough to say that they "approximated" it. Grade 5 deviated more widely than the other grades.

District 5. Kindergarten pupils achieved a mean percentile rank of 54 on Stanford Early School Achievement Test subtests; the distribution of test scores approximated the national distribution.

First-grade pupils reached the 53rd percentile on the California Achievement Test Vocabulary subtest. Their scores approximated the national distribution. The percentage of second-grade pupils falling below the 16th percentile on California total Reading scores was reduced from 28% to 22% but did not meet the objective of 20%. Only 33% of the population scored at or above the 50th percentile. Only 32% of third-grade pupils were below the 16th percentile on total Reading, and 27% of the pupils were at or above the 50th percentile. Thirty-four percent of the fourth-grade pupils were at the 16th percentile or lower; 21% of the pupils (not the expected 25%) were at or above the 50th percentile. Forty-six percent of the fifth-grade pupils scored at the 16th percentile or lower; 17% scored at the 50th percentile or above. Forty-three percent of the sixth-grade pupils scored at the 16th percentile or lower; 14% scored at the 50th percentile or above.

District 6. The average California reading score's equivalent national percentile increased five or more points in all grades except Grade 4. The increase for Grade 4 was one percentile point.

The percentage of pupils below the 16th percentile decreased by more than five percentage points in all grades except Grade 4. For this group, the percentage decreased by two points.

District 7. One of the project's five objectives was found not to have been attained. In Grade 2, 90% of the pupils were to have attained alphabet mastery; only 54% did so.

Another objective concerned comparison of standardized test performances. Because the test battery was changed, evaluation regarding that objective was impossible at this time. An equating study, currently in progress, should yield information which can be used in future comparisons.

Overall, the impact of the District 7 Reading project was most pronounced in the lower grades.

1974-1975 *(Preliminary findings) District 1. The major strategy for improvement of reading achievement is providing direct services to the classroom teacher through a variety of supportive personnel. The Reading Manager initiates and directs the reading program. Reading Supervisors coordinate Reading Collaborators, who provide direct support to classroom teachers. Grade Reading Teachers span both elementary and secondary programs, providing direct services to the classroom teacher by working with small groups of pupils who exhibited need for additional instruction. Reading Aide Coordinators train and supervise Classroom Reading Aides, who assist the classroom teachers.*

Materials for the program include Basal Reading, Language Arts, and some programmed materials. The program is designed to be flexible, so that the needs of each school, as well as individual pupils, are served. Flexibility also facilitates program modification when necessary.

In direct interviews with the Reading Manager and the Supervisors, it was reported that no major changes have occurred in the operation of the program.

(Preliminary findings) District 2. The District 2 Reading program is being implemented in accordance with the district reading plan. Schools have reported receiving ordered materials on schedule. Informal tests were administered to Grades 1-10 in the fall, and several new reading assessment instruments are being developed by the District Reading Team.

Throughout the district, reading staff development has decreased. Because of teacher preparation time in elementary schools, the monthly half-day dismissals for staff development have been dropped, and the seven staff-development sessions for kindergarten teachers also have been curtailed. However, a staff-development program still exists, and some schools' staff-development sessions are held during one of the two monthly faculty meetings. On the elementary level, workshops for reading aides have been conducted by the Language Arts Supervisor and the McGraw-Hill/Sullivan consultant. One junior high school instituted for the first time an in-service training program for teachers of Sullivan Adult programmed reading classes.

In March 1975, five schools began using a Follow Through model in kindergarten. Three use Bank Street approach and materials, one uses Behavioral Analysis approach with Bank Street materials, and one uses Behavioral Analysis approach and materials. In kindergarten classes, there is a trend toward dropping the more structured programs in favor of more successful broad-based approaches (e.g., Bank Street).

Some schools have added programmed reading classes in Grade 6 for lower-performing students, while other schools are phasing out programmed classes in favor of a comprehensive Basal approach. One elementary school had no reading teacher until midyear. On the secondary level, more accurate placement for reading students was achieved. In May 1974, junior high schools were provided with California Achievement Test results for incoming seventh- and eighth-grade students, so they could be rostered properly.

In October and November, approximately 300 tenth graders at William Penn High School were administered a machine-scorable group reading inventory, and on the basis of those results, students were rerostered for reading classes. A Reading Skills Center has been set up at Vaux Junior High and children were rostered to the center since February 1975.

(Preliminary findings) District 3. In October, all schools were visited by the Project Manager and the District Reading Team to determine if reading materials had been received and if each school was able to implement the program. A second visit, in January or February, reviewed the progress of each school and initiated planning for 1975-1976. During the winter visits, it was found that the dissemination of school reading plans to staff members was not optimal.

Due to contractual obligations to provide preparation time for elementary teachers, less kindergarten class time is spent on reading instruction while more time is spent on special subjects like art and music. Also, the kindergarten supervisor can no longer hold districtwide staff-development meetings for kindergarten teachers.

In schools participating in the Benchmark project, a midyear reorganization of Grades 4-6 was needed, and in some cases the correctional reading program was dropped. In schools with Checkpoint classes, the intervention program (for lower-achieving pupils at the second-year level) has been altered or discontinued due to duplication of materials.

At the secondary level, junior high school reading teachers have been assigned to half a teaching roster, allowing less time for organizing the reading program. Two of the three full-time teachers of reading at one junior high school have left the school so far this year, making it more difficult to continue an articulated program within the school.

(Preliminary findings) District 4. The main District 4 Reading program strategy is a hierarchical progression of skills development, supplemented through the teaching of comprehension skills. As mastery of decoding skills is achieved, greater emphasis is placed on reading comprehension. Four elementary schools employ other instructional strategies: two use the Basal approach, one uses the Lippincott Linguistics approach, and one uses a multi-level approach supplemented with the decoding materials.

Pupils in a decoding program have consistently shown improvement in reading over the past four years. The two schools using the Basal approach were the highest-achieving schools before the inception of current reading programs; they continue to show high reading achievement. The one school using the Linguistics approach has not shown as much progress as the others; there is evidence that the program may not have been properly implemented.

Monitoring of the school reading program is being managed by the principals. Currently, 18 of the district's 28 elementary schools have new principals and/or new reading teachers. Staff development is now underway to familiarize the new personnel with the district program.

The program has been implemented as initially proposed, and progress in reading achievement is moving closer to the norming distribution. Teachers are now knowledgeable and sufficiently skilled to teach reading in a fashion that assures pupil achievement. The year-to-year achievement-test scores show that District 4 pupils are making substantial improvements in reading. Reading measures, such as the CAT and phonics inventories, indicate continuous improvement at all grade levels except senior high school, which continues to lag behind the elementary and junior high schools.

(Preliminary findings) District 5. The evaluation team has been gathering information about District 5 project implementation, pupil placement, and staff development.

From a survey of classroom teachers, potential staff-development skill areas were identified. District reading teachers receive one day per month of staff development, directed by the District 5 Reading Team. Because of teacher preparation time in elementary schools, staff-development sessions are no longer a district-mandated function. However, some schools are continuing reading staff development during monthly faculty meetings.

Pupil placement itself was achieved by informal testing using publishers' materials. Most of the elementary schools in District 5 are now using Lippincott materials; no problems in shipments were encountered.

On the secondary level, attempts were made to improve articulation between feeder elementary schools and junior high schools. Rostering for reading was facilitated by the District Reading Team and reading teachers. For example, Wanamaker Junior High School reading teachers compiled information folders on each of their incoming seventh graders with the aid of feeder elementary schools' reading teachers. Included in these folders were recent CAT and IRI scores. In January, when Wanamaker added a Reading Laboratory, participating students were chosen on the basis of the information in their folders.

(Preliminary findings) *District 6**. All of the district monitoring procedures adopted for the project have been implemented on schedule. Reading personnel in each school assessed the degree to which planned activities were being implemented. Both school visits by the District Reading Team and activity implementation checklists indicated that the major components of the program were fully operational in each school. In some schools, minor components suffered delays or were not yet operational. Reading supervisors are overseeing the resolution of these discrepancies.*

Standardized reading-achievement test data from May 1974 have been collected as designated. Midyear test results will be used instead of end-of-year data to assess the attainment of two project objectives. Data-collection dates were changed due to rescheduling of the citywide testing program from May to February.

Criterion-referenced tests were not available in September 1974 for use in measuring pupil competency levels. In lieu of criterion-referenced tests, group reading inventories were administered in September as pretests. Posttest data will be collected in June.

(Preliminary findings) *District 7.* *The District 7 Reading Team consists of one Reading Manager, one Language Arts Consultant, and three Cluster Leaders. Cluster Leaders are assigned to groups of schools, which were clustered in accordance with students' reading performance on standardized tests. Charged with the responsibility of implementing the reading plan, Cluster Leaders work with individual school administrators, reading teachers, and the Reading Manager. A reassigned Cluster Leader's position has been vacant since the school year's beginning, and as a result, time allocations of the remaining personnel were adjusted in order to service all schools.*

The Langudge Arts Collaborator provides service to all schools and offers additional support to the Cluster Leaders. The Reading Manager visits each school and discusses its progress with the principal. A program in which a Reading Consultant offers service directly to classroom teachers was initiated this year. Twelve teachers volunteered for this program, and the consultant visits each one biweekly, helping to teach a lesson and discussing the classroom situation with the teacher. If the program is considered to be effective, expansion will occur.

At the beginning of the school year, classroom teachers administered a phonics inventory and an IRI to their classes. In Grades 1 and 2, the Alphabet Mastery Test was used. The phonics inventory was machine scored, and school summaries were prepared and distributed. District summaries are currently being prepared.

Staff-development sessions were conducted for the reading teachers at their monthly meetings. An Assistant Director of English Education provided staff-development activities in early diagnosis and prevention of reading difficulties. This is an ongoing program with biweekly sessions held with teachers from another district. Eight reading teachers are participating.

One District 7 school added a Television-Language Arts program. Televised commercial broadcasts, with advertisements deleted, are used as teaching aids. Scripts of the shows are provided, and teachers prepare pre- and post-lesson materials.

PARTICIPATING SCHOOLS

District 1: Barry, Bartram, Belmont, Bryant, Catto, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Read, Rhoads, Sayre, Shaw, Sulzberger, Tilden, University City, Walnut Center, Washington, West Philadelphia, Wilson, Wolf

District 2: Alcorn, Arthur, Audenried, Bache, Barratt, Benson, Bregy, Carver, Childs, Darrah, Douglass, Franklin, Gideon, Kane, Kelley, Landreth, Martin, McDaniel, Meade, Morris, Peirce, Penn, Poe, Reynolds, Sartain, Smith, Stanton, Vare, Vaux, Waring, Wayne

District 3: Bartlett, Bok, Boone, Furness, Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Nebinger, South Philadelphia, Southwark, Spring Garden, Stevens, Stoddart-Fleisher, Vare, Washington, Wister

District 4: Blaine, Blankenburg, Cleveland, Dick, Dobbins, Duckrey, FitzSimons, Gillespie, Gratz, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Miller, Peirce, Pratt-Arnold, Rhodes, Shoemaker, Stanton, Stokley, Strawberry Mansion, Walton, Whittier, Wright

District 5: Brown, Carroll, Clymer, Douglas, Dunbar, Edison, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jones, Kensington, Ludlow, McKinley, Miller, Moffet, Muhr, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Thomas, Wanamaker, Welsh, Willard-Powers

District 6: Dobson, East Falls-Fitler, Emlen, Fulton, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Pickett, Roosevelt, Steel, Widener, Wister

District 7: Bethune, Intensive Learning Center, Pennsylvania Advancement, Smedley, Stearne, Taylor

IMPROVEMENT OF READING SKILLS "A" AND "B"
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Marjorie Farmer
HEADQUARTERS: Room 322, 21st Street and Parkway
TELEPHONE: 448-3445
PBRS CODE: 511-02-666 and 511-02-666B
OPERATING YEARS: 1966-1975
GRADES SERVED: 4-6
NO. OF PUPILS: 3,200
NO. OF SCHOOLS: 27
NO. OF EMPLOYEES: Professional 21, Paraprofessional 21, Clerical 1
CURRENT BUDGET: Regular $385,000, Summer None, Total $385,000
EVALUATION TEAM: Arnold Escourt

PROJECT DESCRIPTION

("A") At Reading Skills Centers, underachieving readers work on individually prescribed programs utilizing multilevel, multimedia, and multisensory materials. Each child works on his specific skill needs, pinpointed through diagnostic testing, and also has opportunity for language enrichment as well as reading motivation through a literature program in which he has self-selection options. Those children needing the most help come to the center most frequently, three or four times a week; others may come once or twice a week.

("B") Shared-time reading teachers work with small groups of underachieving children in a small-group and individualized reading program using multilevel materials. They work half time in a public school and half time in a parochial school. They take into their groups the poorest readers in the fourth, fifth, and sixth (sometimes also seventh) grades of the schools in which they serve.

EVALUATION TECHNIQUES

Comparisons of growth in reading comprehension, word-attack skills, phonics (Botel's Phonics Mastery Test), and a structured observation system.

KEY FINDINGS

1966-1967 Meaningful but not statistically significant gain in reading and general academic performance.

1967-1968	Students in the project did not gain as much in reading performance as did those not involved in the program. However, the in-service component of the project was well received by the participating teachers.
1968-1969	The diagnostic and prescriptive program of the Reading Skills Centers (RSC) significantly improved the reading comprehension, word-attack skill, and phonics performance of the pupils.
1969-1970	The 1970 evaluation indicated that RSC children exceeded the control groups in phonic skills and reading comprehension as measured by the Botel Test and IRI, respectively. Teacher absence in two of the centers may have depressed student gains on the Iowa tests. Trend analysis favored those pupils who had been in the project since its beginning.
1970-1971	Longitudinal analysis of the data showed that the downward trend of Vocabulary scores (of pupils with the greatest need in relation to the national pupil norms) was reversed after two years in the project, and the downward trend of their Reading Comprehension scores was reversed after one year in the project.
1971-1972	("A") Through monitoring and an examination of the IRI scores of pupils in the centers, it was found that the project was improving pupils' reading skills. Although more pupils with very low reading scores attended the centers than was originally planned, their reading scores increased over the year. The RSC teachers had made important contributions through staff-development work in the schools and in the district. The RSC model had been adopted by other projects. ("B") Reading scores of pupils in the project showed that their reading levels were continuing to improve. Improvement was uniform for both public and parochial school pupils.
1972-1973	("A") In order to determine what long-term effects were attained with the pupils having the most serious reading deficiencies, pupil achievement over a three-year period was analyzed. The criterion for satisfactory improvement was established at the rate of two books per year. Of 1,009 Reading Skills Center pupils, 53% gained one book level or less, 21% gained two book levels, and 25% gained three or more book levels. This distribution tended to confirm previous findings, although slightly less favorable than 1971-1972 findings. ("B") Of 323 shared-time pupils in the public schools, 60% gained one book level or less, 25% gained two book levels, and 15% gained three or

more book levels. Of the 236 nonpublic school pupils in the project, 61% gained at the rate of one book level or less, 21% gained two book levels, and 18% gained three or more book levels.

The amount of gain in reading achievement in terms of word-attack skills, vocabulary, and comprehension skills indicated that both parts of the project were producing positive pupil effects on both short-term and long-term bases.

1973-1974 The pretest and posttest scores of 1,446 pupils on the IRI were studied in relation to participation in the program for one, two, or three years. More than 50% of all the pupils gained the skills of two book levels or more: first-year pupils (66%) and third-year pupils (60%) attained the 60% objective. More than 75% of all pupils had gained the skills of one book level or more, but only third-year pupils (88%) came close to the 90% criterion.

Seventy-two percent of 236 pupils enrolled in the project for three years achieved mastery of 80% of the 64 items in the phonics test, indicating the effectiveness of the project in teaching children to hear and identify the sounds of consonants, blends, and vowels.

Almost 25% of each of three groups (first-, second-, and third-year participants, respectively) were able to gain phonics mastery.

1974-1975 *(Preliminary findings) Diagnostic data were collected and recorded on the Longitudinal Instrument for Student Assessment. Past performance and present information show a well-planned and well-implemented program; the achievement of instructional objectives is indicated.*

PARTICIPATING SCHOOLS

District 1:	Belmont, Mitchell, Washington
District 2:	Kelley, Martin, Smith
District 3:	Hawthorne, Key
District 4:	Blankenburg, Kenderton, Peirce
District 5:	Hartranft, Moffet
District 6:	Emlen, Mifflin, Wister
District 7:	Bethune, Smedley, Taylor
Nonpublic:	Corpus Christi, Most Blessed Sacrament, St. Bridget, St. Edward, St. Gregory, St. Ludwig, St. Rita, St. Stephen

IMPROVEMENT OF READING SKILLS "C"
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-718
OPERATING YEARS: 1968-1975
GRADES SERVED: 4-6
NO. OF PUPILS: Nonpublic 1,360
NO. OF SCHOOLS: 34
NO. OF EMPLOYEES: Professional 34, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $201,000, Summer None, Total $201,000
EVALUATION TEAM: Marion Kaplan, Larry Aniloff*

PROJECT DESCRIPTION

IRS seeks to improve reading performance in word-attack, comprehension, and reference skills. In addition, positive attitudes toward reading are viewed as an important component. Fourth-, fifth-, and sixth-grade public and nonpublic pupils visit reading skills centers one to four times a week. The accent of the centers is focused on providing sufficient hardware, software, and individualized instructional materials which are designed to meet the specific needs of each pupil.

EVALUATION TECHNIQUES

Comparisons of growth in reading comprehension, word-attack skills, and phonics (Botel's Phonics Mastery Test).

KEY FINDINGS

1968-1971 Findings cited in report of Improvement of Reading Skills "A" and "B".

1971-1972 Through monitoring and the collection of reading scores, it was determined that the project was well implemented and was improving pupils' reading levels. The teachers worked well with the parochial school schedules and special needs, and were well received.

1972-1973 Nine percent of the 1,176 pupils tested made no gains in book level, and 25% gained one level. Mastery (two or more book levels gained) was achieved by 66% of the pupils.

In order to assess specific decoding skills, project staff also administered a phonics inventory to all pupils. Analysis of a random sample of 276 pupils' scores indicated that the average gain in Grade 3 was 17.8 points, Grade 4 15.8 points, Grade 5 12.6 points, and Grade 6 9.5 points. All of these gains were statistically significant.

1973-1974 In reading achievement, although only 88% (not the expected 90%) of the pupils gained at least one book level, 63% (more than the expected 60%) gained at least two book levels in a year's time. The criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery) was exceeded by a margin of 22 percentage points.

1974-1975 *(Preliminary findings) The Reading "C" project is operational in all of its locations. Project teachers are attempting to achieve the objectives by grouping pupils according to reading needs and by providing additional remedial instruction for those who need special help. Because this year's pretest scores and operational procedures are similar to those of previous years, it appears that the project will again be successful.*

PARTICIPATING SCHOOLS

Nonpublic: Archbishop Ryan, Cathedral, Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of Rosary, Our Lady of Victory, Our Mother of Sorrows, Sacred Heart, St. Agatha, St. Anne, St. Anthony, St. Bonaventure, St. Boniface, St. Carthage, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, St. Madeline Sophie, St. Malachy, St. Mary Eternal, St. Michael, St. Paul, St. Peter Apostle, St. Peter Claver, St. Philip Neri, St. Rose of Lima, St. Veronica, St. Vincent de Paul, Transfiguration, Visitation

INDIVIDUALIZED EDUCATION CENTER
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-733
OPERATING YEARS: 1968-1975
GRADES SERVED: 1-8
NO. OF PUPILS: 200
NO. OF SCHOOLS: 1
NO. OF EMPLOYEES: Professional 1, Paraprofessional 6, Clerical 0
CURRENT BUDGET: Regular $74,000, Summer None, Total $74,000
EVALUATION TEAM: William Loue

PROJECT DESCRIPTION

Project activities provide a compensatory program for the children in the school which centers around the diagnosis and remediation of individual weaknesses in language arts and mathematics and in which a year's growth in each area is the objective for each of the children enrolled.

Instructional materials and multimedia equipment available in each classroom provide appropriate learning experiences for pupils according to their actual instructional levels. Additional supportive services to meet demonstrated needs include a full-time reading teacher, parent aides, an extensive tutoring program involving college students and upper-level IEC pupils, and certain other Title I projects.

EVALUATION TECHNIQUES

Observational Checklist, Iowa Tests of Basic Skills, California Achievement Tests, and Pupil Opinionnaire.

KEY FINDINGS

1968-1970 Evaluation conducted internally by the coordinator of nonpublic school projects revealed that the enabling objectives were attained. Formative evaluation indicated that staff was hired and in-service programs were conducted.

1970-1971 Increasing individualization of instructional practices was evidenced by changes in class structure and teaching form in IEC classrooms. The individualization practices were observed in two half-year periods.

Increased individualization occurred during the second half-year following the analysis of the midyear tests.

Significant gains on the Iowa Tests of Basic Skills during the October-to-February period were observed. The gains made by the pupils may be attributed to their heterogeneous socioeconomic background, regression effects, the Hawthorne effect, and/or the operational characteristics of the project.

1971-1972 The project was monitored and pupils were tested three times with the Iowa Tests of Basic Skills. Observations revealed that individualization of instruction was maintained in multiple-group settings, in spite of a 36% increase in pupil population, a corresponding overuse of instructional hardware, scheduling difficulties, and an almost total staff turnover. New extracurricular programs were introduced, and Grades 5-8 were reorganized to maximize the use of different forms of individualized instruction. Test results showed that the classes made gains paralleling national norms.

1972-1973 A longitudinal study of IEC students' ITBS Reading subtest results for 1970-1971, 1971-1972, and 1972-1973 revealed that the average IEC student during that three-year period had improved in grade-equivalent score from year to year, and had maintained his/her relative standing with respect to national norms. (The latter required a gain of approximately seven months in GE score during each school year.)

Students in IEC made educationally significant gains in the acquisition of basic academic skills during the 1972-1973 school year. Moreover, the rates of gain for many of the students were substantially greater than the rates made by the norming population (comparable national sample of children).

1973-1974 On the ITBS Vocabulary subtest, gains in average score from June 1973 until March 1974 were sufficient to improve the national percentile rank for the pupils in Grades 4, 5, and 8. However, on the Reading subtest the corresponding national percentile rank did not improve in any grade.

On the Arithmetic Concepts subtest, gains in average score from June 1973 until March 1974 were sufficient to improve the national percentile rank for pupils in Grades 4 and 5. The corresponding gains in average score on the Arithmetic Problems subtest were sufficient to improve the national percentile rank only for pupils in Grade 5.

1974-1975 *(Preliminary findings) It appears that the IEC's objective of individualizing instruction in the basic academic skill areas (mathematics and language arts) will be attained. Moreover, observations thus far support the probable attainment of the project's other objectives.*

PARTICIPATING SCHOOLS

Nonpublic: St. Mary Interparochial

INSTRUCTIONAL MATERIALS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Joan Myers
HEADQUARTERS: Room 301, 21st Street and Parkway
TELEPHONE: 448-3351
PBRS CODE: 511-02-503
OPERATING YEARS: 1966-1975
GRADES SERVED: K-12
NO. OF PUPILS: 100,000
NO. OF SCHOOLS: 67
NO. OF EMPLOYEES: Professional 2, Paraprofessional 96, Clerical 3
CURRENT BUDGET: Regular $860,000, Summer $5,000, Total $865,000
EVALUATION TEAM: Louis Scheiner, Fleta Waters

PROJECT DESCRIPTION

Instructional Materials Centers (IMCs) in Title I schools are maintained and operated by library instructional materials assistants (LIMAs) with the assistance of district library supervisors and the central library office personnel. As depositories of information, IMCs have long been revered as potential tools in the learning process and are therefore important in the School District's comprehensive reading program. The LIMAs support the reading program by maintaining and distributing a collection of selected and attractive reading materials, shelving, repairing, and displaying reading materials through bulletin boards and special exhibits in classrooms, halls, and the library/IMC. They also maintain and distribute a special collection of Spanish materials and books in bilingual schools, and maintain specialized materials in Special Education schools.

EVALUATION TECHNIQUES

Systematic monitoring structured around a formalized Observational Checklist.

KEY FINDINGS

1966-1967 Construction of IMCs and/or modification of existing facilities underway.

1967-1968 Surveys indicated that books, hardware, and software were being installed and used, and that principals felt in-service programs were needed to assist teachers in making better use of the facility.

1968-1969 The construction stage was completed. Both principals and teachers felt that the IMCs were needed and suggested methods by which the facility could be of maximum benefit to pupils and teachers.

1969-1970	IMCs were found to be understaffed and experiencing difficulty in providing services to teachers and pupils. Card catalogs were accurate in 86% of the buildings visited. The library assistant was generally available to make instructional materials for the teacher. Student performance tended to remain spotty. In general, the development or utilization of IMCs was limited to updating and maintenance functions.
1970-1971	Findings mirrored the evaluations done in 1968-1969 and 1969-1970. Shortage of professional staff (e.g., only 44% of the observed IMCs had full-time librarians) fostered a reduction of services (e.g., library staff was observed helping faculty only 30% of the time). Although suggested in the 1968 evaluation, parental/community volunteers were not yet used as a widespread technique for expanding IMC services.
1971-1972	In 58 observations made during the school year, facilities were found to be attractive and well equipped (93%) with regularly appointed staff and teachers providing necessary services (85%). Appropriate nonprint materials in a wide range were available (64%) and displays of interest to students and teachers were observed (86%). Community volunteers were rarely observed (17%). Formal instruction in the IMC was observed 14% of the time.
1972-1973	During 15 visits to IMCs, 80% of the centers visited were found to be well furnished and equipped. The hardware was available so that software could be utilized in 93% of the centers. There was a wide range of printed and nonprinted materials available for use by teachers and pupils. Parents and community volunteers were not present, in general, except in one center. During instruction observed in the IMC, the regular classroom teachers were present 80% of the time.
1973-1974	Findings closely paralleled those of previous years. The materials and aides in the IMCs provided resources to pupils and staff. It was apparent that if the services of library aides were reduced, many facilities would be unable to function adequately, if at all. This project was implemented as planned. Library aides performed the services required of them according to the established guidelines, providing teachers and pupils with materials and resources supporting the Comprehensive Reading project.
1974-1975	*(Preliminary findings) The expanded project was first fully implemented with the hiring of library assistants completed in January 1975. Therefore, progress toward attainment of its objectives cannot be assessed at midyear.*

The project director provided an intensive three-day staff-development program in December and January for the newly-hired LAs. The seven district library supervisors are providing continuous on-site training for all the trainees.

PARTICIPATING SCHOOLS

District 1: Belmont, Bryant, Hamilton, Harrington, Lea, Locke, Longstreth, Mitchell, Morton, Rhoads
District 2: Bregy, Childs, Kane, Meade, Morris, Waring
District 3: Bartlett, Bok, Furness, Jackson, Jefferson, Kearny, Key, Kirkbride, Nebinger, South Philadelphia, Southwark, Spring Garden, Stevens, Stoddart-Fleisher, Vare, Wister
District 4: Cleveland, Dick, Duckrey, Hanna, Heston, Miller, Peirce, Stanton, Walton, Wright
District 5: Carroll, Douglas, Elverson, Fairhill, Ferguson, Hartranft, Hunter, Ludlow, McKinley, Miller, Moffet, Potter-Thomas, Sheppard, Thomas, Welsh
District 6: Fulton, Hill, Kelly, Pennell
District 7: Bethune, McClure, Taylor
District 8: Jacobs, Shallcross, Torresdale

KINDERGARTEN AIDES
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Frances Becker
HEADQUARTERS: Room B-14, 21st Street and Parkway
TELEPHONE: 448-3563
PBRS CODE: 511-01-506
OPERATING YEARS: 1967-1975 (Originally called Kindergarten Aides and Supervisors)
GRADES SERVED: PK-K
NO. OF PUPILS: 6,034
NO. OF SCHOOLS: 97
NO. OF EMPLOYEES: Professional 0, Paraprofessional 138, Clerical 0
CURRENT BUDGET: Regular $885,000, Summer None, Total $885,000
EVALUATION TEAM: Louis Scheiner, John Ready, Fleta Waters

PROJECT DESCRIPTION

Well planned activities are provided to help the children develop a greater degree of reading and number readiness because more children receive individual attention from two interested adults daily in the expanded program.

Small-group and individual activities are made available for the children to discover, experiment, ask questions, think, and solve problems. These activities demand many different materials and instructional aids which must be made available for children to work individually or in groups. This method also requires adults in the group to stimulate, encourage, and be available when children request direction.

The assistance of the aide makes possible a greater variety of activities and an increased participation in community excursions so that children are able to develop an increased awareness of the world around them, a social awareness through interaction and involvement, and an inquiring mind.

The kindergarten supervisors, through workshops, seminars, child-development conferences, and individual teacher observations and evaluations, develop with the teachers the types of organization which encourage greater involvement on the part of the children, parents, and teachers.

EVALUATION TECHNIQUES

Surveys, questionnaires, and descriptive techniques to assess activities of aides and services given by the supervisors.

KEY FINDINGS

1967-1968 No significant differences were noted between the readiness scores of pupils with and without KAS. Pupils with aides received more individual attention from the teacher than those without aides.

1968-1969 No significant differences were noted between the readiness-test scores (first grade) of pupils with and without KAS. It was observed that the full-time and one-third-time aides (KAS) were more effective than half-time aides. The pattern of KAS time in the classroom did not systematically affect teacher behavior. Supervisors were highly rated.

1969-1970 Staff-development sessions held by the supervisors were found useful in suggesting methods which were then incorporated into classroom practices. The data from the Observational Checklist corroborated the 1968-1969 findings that the kindergarten supervisor was perceived as useful by classroom teachers.

1970-1971 The presence of the kindergarten aide reduced the number of noninstructional tasks the teacher was performing. Teacher interviews and classroom observations confirmed widespread use of kindergarten aides for tasks which, without the aide, would have limited the amount of time the teacher would have for teaching.

The presence of the kindergarten aide increased the amount of individualized or small-group instruction time. Teacher interviews and classroom observations indicated that such individualization occurred when kindergarten aides were used for instructional tasks, but not when they were used for noninstructional tasks.

1971-1972 Classroom monitoring and structured interviews with principals and teachers indicated that this aide program was more self-contained and efficiently operating than other aide programs. This was primarily because kindergarten aides were assigned to only one grade, with minimal problems in deployment or supervision.

1972-1973 The project seemed effective in producing learning environments characterized by smaller ratios of children to adults. Although aides participated in a variety of classroom activities (ranging from housekeeping tasks to whole-group instruction), observations revealed that kindergarten aides participated most frequently in instructional tasks. Regular teachers reported that the aides were extremely useful in all aspects of the classroom situation.

1973-1974 The Kindergarten Aides (KA) project was developed to increase the adult/pupil ratio, thereby giving teachers greater opportunities to individualize instruction and to develop better teacher/pupil rapport.

The project's two stated objectives were attained: (a) teachers with aides were observed devoting more time to individual and small-group instruction than non-KA teachers; (b) the aide's presence led to less frequent discipline incidents in KA classes than in non-KA classes, enabling the teacher to conduct her lesson without interruption, and relieved the teacher of housekeeping chores and clerical duties that were done by non-KA teachers.

1974-1975 *(Preliminary findings) As the Kindergarten Aides project is presently being implemented, all components of its objective are being met. School administrators have assigned aides exclusively to kindergarten classes. Teacher and aide reports concur with the evaluators' observations that the majority of aide time is spent servicing individuals and small groups of children. Thus, the classroom teacher is able to better implement an individualized and small-group instructional program.*

PARTICIPATING SCHOOLS

District 1: Barry, Belmont, Bryant, Comegys, Daroff, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, Mitchell, Morton, Powel, Rhoads, Washington, Wilson, Wolf
District 2: Alcorn, Bache, Benson, Bregy, Carver, Childs, Darrah, Douglass, Gideon, Kelley, Landreth, McDaniel, Meade, Morris, Peirce, Poe, Reynolds, Sartain, Smith, Wayne
District 3: Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Southwark, Spring Garden, Vare, Washington, Wister
District 4: Blaine, Blankenburg, Cleveland, Dick, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Peirce, Stanton, Stokley, Walton, Whittier, Wright
District 5: Brown, Clymer, Douglas, Fairhill, Ferguson, Hackett, Hartranft, Hunter, McKinley, Miller, Moffet, Potter-Thomas, Sheppard, Welsh, Willard-Powers
District 6: Dobson, East Falls, Emlen, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Steel
District 7: Bethune, Smedley, Stearne, Taylor

LANGUAGE ARTS READING CAMPS
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR:	Marjorie Farmer
HEADQUARTERS:	Room 322, 21st Street and Parkway
TELEPHONE:	448-3445
PBRS CODE:	511-02-660
OPERATING YEARS:	1968-1975 (Summer 1975 not yet reportable)
GRADES SERVED:	K-12
NO. OF PUPILS:	1,200
NO. OF SCHOOLS:	17 Centers
NO. OF EMPLOYEES:	Professional 13, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular None, Summer $33,000, Total $33,000
EVALUATION TEAM:	Joseph Meade

PROJECT DESCRIPTION

Language Arts Reading Camps use informal day-camp settings and activities to extend and supplement children's competencies in language arts.

Each camp follows an organized schedule of activities focusing on language-arts activities such as word games, free reading, book discussions, and creative writing. Children participate individually and in groups. In a camp atmosphere, they are encouraged to enjoy using all language skills (oral, aural, and written).

The camps are operated by settlement houses, housing developments, and neighborhood groups with the School District of Philadelphia providing the language-arts component. The camp staff includes a director, a professional teacher, teenaged counselors, and adult volunteers (parents and community representatives). The teacher conducts separate language-arts activities with the campers and also instructs the counselors in how to incorporate language arts into all camp activities.

EVALUATION TECHNIQUES

Questionnaires, interviews, observations, pupil ratings, and pupil projects.

KEY FINDINGS

1968 Evaluation revealed a need for more intensive counselor orientation. Workshops designed to fully acquaint staff with LARC goals were needed. Inconsistencies in record keeping caused difficulties in assessing impact of project on children. Annual report listed areas which required attention in future programs.

1969 Attitudes toward the language arts did not show significant changes during the course of the program. Some camps showed more positive attitudes toward language arts than others. Great emphasis was placed on staff orientation consistent with prior year's evaluation. This resulted in a better integration of language-arts activities with the camp experiences.

1970 LARC project was successful in maintaining and increasing the motivation and interests of children in developing language-arts skills. This finding was particularly important in that children of various ethnic groups, ranging from the age of five to early teens, volunteered for and attended the program on a regular basis (73%) over a five-week period during the summer.

1971 The children, as well as the LARC staff, felt that the experience was meaningful and profitable. The elements of the language-arts program were well integrated into the camp activities; the children successfully used the materials of the learning situation; and the children and LARC staff would like to participate in the program again.

Three suggestions for procedural changes were offered: recruitment procedures for counselors, extended orientation period, and continuation of the program during the regular school term.

1972 The teachers who participated in the summer program fostered positive attitudes in the children with respect to learning language-arts skills. Teachers tended to utilize formalized and informal language-arts activities they had learned during the summer orientation.

1973 Most of the teachers in the project believed that the objectives of LARC were achieved. They found that the children showed an increased use of their lending libraries, an increased eagerness to read books, and more active participation in group discussion. Some teachers indicated that the children showed improvement in speech patterns, pronunciation and recognition of short vowels and consonants, and written composition skills. Some teachers found also that children showed improved leadership qualities, increased ability to follow directions, and a tendency to volunteer to do additional work at home.

1974 On a project-specific checklist, the LARC staff reported that the participants submitted 1,880 articles for the camp newspapers (an average of two articles per pupil) during the course of the summer. The evaluation team developed a measure of children's writing ability using as an index the number of words and sentences written. The measure was administered as pretest and posttest by the LARC teachers to 84 children selected across grade levels. The results revealed a significant average gain ($p<.01$) of 36 words (five sentences) used per pupil.

PARTICIPATING CENTERS

East Falls Community Cooperative Day Camp, 3537 Ainslie Street, 19129 (VI 4-0525)
Germantown Settlement, 324 High Street, 19144 (VI 9-7288)
Haddington Homes, 5520 Vine Street, 19139 (SH 7-4464)
Harrison Plaza, 1350 N. 10th Street, 19122 (CE 5-6500)
Haverford Community Center, 631 N. 39th Street, 19104 (EV 6-3301)
Hawthorne "Dig-a-Book" Day Camp, United Communities, Ridgeway Center, Broad & Christian, 19147 (FU 9-4120)
Millcreek Housing Development, 751 N. 46th Street, 19139 (EV 2-5234)
Norris Homes, 1915 N. 11th Street, 19122 (684-3982)
North Central Area YWCA, 1517 W. Girard Avenue, 19130 (P0 9-4040)
North Light Boys Club, 175 Green Lane, 19127 (IV 3-4800)
Passyunk Homes, 3111 S. 23rd Street, 19132 (DE 4-3090)
Philadelphia Housing Scatter Site, 1902 Mt. Vernon Street 19122 (PO 3-0223)
Tasker Day Camp, 3101 Morris Street, 19145 (DE 4-3336)
Westpark Housing Development, Social Service Office, Apartment 305, 4445 Holden Street, 19104 (EV 7-2430)
Wharton Center and Strawberry Mansion Day Camp, 2137 N. 33rd Street, 19121 (CE 6-1217)
Wilson Park Homes, 2500 Jackson Street, 19145 (271-7386)
Wister Neighborhood Council, 48 E. Penn Street, 19144 (VI 9-3104, 4882)

OPERATION INDIVIDUAL
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-502
OPERATING YEARS: 1972-1975
GRADES SERVED: 9
NO. OF PUPILS: Nonpublic 260
NO. OF SCHOOLS: 2
NO. OF EMPLOYEES: Professional 3, Paraprofessional 12, Clerical 0
CURRENT BUDGET: Regular $55,000, Summer None, Total $55,000
EVALUATION TEAM: Marion Kaplan, Carrolyn Iwamoto*

PROJECT DESCRIPTION

Operation Individual was established to help underachieving ninth-grade girls develop competence in basic skills. Its secondary purpose is to improve the girls' attitudes toward school and learning. The project serves students at West Philadelphia Catholic Girls High School.

Girls who are in Track 4 classes for English, social studies, and/or mathematics are assigned to a learning center for one half of their class time. (Each Track 4 class is divided in half, and the two groups spend alternate weeks in the center.) The teacher is involved with only half as many students and therefore can give more personal attention to each of the girls.

In the center, under the direction of aides, the students work on learning packets and other programmed materials. The learning materials used by each girl have been assigned by the teacher for that subject.

The rationale for the project's procedures is that the smaller classes will increase motivation and involvement, while the time spent in the learning center provides each girl with the opportunity to overcome deficiencies in basic skills.

EVALUATION TECHNIQUES

Observations, interviews, and analysis of student progress in basic skills.

KEY FINDINGS

1972-1973 The Iowa Tests of Educational Development (ITED) battery was completed by 135 ninth-grade project students providing both October pretest and May posttest information. However, because the project did not become operational until midyear, the test results may be attributed to many variables possibly intervening prior to the project's inception. The composite test results revealed that 65% of the participating students improved their national percentile rank, 3% maintained the same rank, and 32% effected a loss in rank. The average participating student advanced from the national 14th percentile to the national 16th percentile between the pretest and the posttest.

1973-1974 While the project did not fully attain its academic objectives, nearly half the students did demonstrate seven months' gain in GE scores in a period of seven months on the Total Reading and Reference Skills subtests of the Comprehensive Tests of Basic Skills. On the programmed materials provided by the project, in two of the four subject areas (social studies and science) approximately three fourths of the students advanced one grade level in one academic year.

There were no changes in self-concepts or school-related attitudes as measured by a semantic differential survey.

1974-1975 *(Preliminary findings) Intensive, supervised study in all Operation Individual subjects, along with daily reading instruction, should in most cases lead to increased levels of achievement in reading and study skills. If academic competence is a prerequisite for a positive attitude toward school, then students should as a result of their participation in the project show improvement in this area also.*

PARTICIPATING SCHOOLS

Nonpublic: St. Thomas More, West Philadelphia Catholic Girls High

PARENT SCHOOL AIDES
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-613
OPERATING YEARS: 1968-1975
GRADES SERVED: 1-8
NO. OF PUPILS: 12,800
NO. OF SCHOOLS: 48
NO. OF EMPLOYEES: Professional 3, Paraprofessional 253, Clerical 1
CURRENT BUDGET: Regular $550,000, Summer None, Total $550,000
EVALUATION TEAM: William Loue

PROJECT DESCRIPTION

The project introduces paraprofessional aides into schools to give teachers assistance in overcrowded inner-city classrooms. Teachers are able to spend more time attending to the individual needs of their pupils.

Parents trained and experienced in using individualized reading and mathematics programs in the primary grades are assigned and directed by classroom teachers in working with small groups or individual children in subject areas diagnosed as weak by the classroom teacher. The teacher is able to develop a classroom program which incorporates a maximum degree of individualized instruction with the result that the child should succeed at his own level and rate of progress.

EVALUATION TECHNIQUES

Questionnaires, checklists, observations, Sullivan Series reading-progress measures, Scholastic Testing Service's Educational Development Series, and Major Classroom Problems Checklist.

KEY FINDINGS

1968-1969 Careful planning and implementation were observed during the formative stages. Pupil progress was made in reading and language skills. The project also influenced parent interest in school problems.

1969-1970 Internal evaluation conducted by Nonpublic School Project Coordinator.

1970-1971 Principals' ratings of aides revealed that aides were performing their tasks well and were of great benefit to their instructional program.

1971-1972 A survey of 45 principals revealed that aides were performing basic administrative/clerical tasks and low-level instructional activities--all of which extended the instructional services of the classroom teachers. Greater in-service training was suggested to increase the proficiency of the aide with respect to mastery of higher-level instructional skills. Closer coordination with the in-service component of the Multimedia project was found desirable in attaining the required level of mastery.

1972-1973 Interviews were conducted with 29 aides and 34 teachers from seven randomly selected schools in the project. The aides expressed feelings of satisfaction, reward, and importance from their efforts. The teachers agreed on the importance and value of parent aides and indicated that, without aides to assist them, their efforts to individualize instruction would be futile. With aides devoting most of their time and effort to working on reading-skill improvement with slower children, both teachers and aides expressed concern for the slower children if aides were not available.

1973-1974 Observations revealed that provision of paraprofessional assistance for the classroom teacher did facilitate small-group and individualized instruction in reading, language arts, and mathematics, in harmony with the project's stated objectives.

Comparison of scores on the retrospective pretest and posttest of the Major Classroom Problems Checklist yielded no significant differences. Although teachers perceived fewer problems when they had the services of a paraprofessional than in situations where such services were not available, the degree of this difference was small.

1974-1975 (Preliminary findings) The Parent School Aides project continues to provide schools with services which facilitate individualizing instruction and which relieve overcrowded classroom situations. Longitudinal rather than interim study is needed to assess its effect upon the academic achievement of children, the possible effect of the loss of aides as a result of new budgetary considerations, and the long-term effectiveness of the monthly in-service training sessions.

PARTICIPATING SCHOOLS

Nonpublic: Archbishop Ryan, Cathedral, Corpus Christi, Gesu, Immaculate Conception "A", Immaculate Conception "B", Mercy Technical, Most

Blessed Sacrament, Most Precious Blood, Our Lady of Confidence,
Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of Rosary,
Our Lady of Victory, Our Mother of Sorrows, Sacred Heart,
St. Agatha, St. Anne, St. Anthony, St. Bonaventure, St. Boniface,
St. Bridget, St. Carthage, St. Charles, St. Columba, St. Edward,
St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel,
St. Gregory, St. Ignatius, St. Ludwig, St. Madeline Sophie,
St. Malachy, St. Mary Eternal, St. Michael, St. Paul, St. Peter Apostle,
St. Peter Claver, St. Philip Neri, St. Rita, St. Rose of Lima, St. Stephen,
St. Veronica, St. Vincent de Paul, Transfiguration, Visitation

PRIMARY READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-719
OPERATING YEARS: 1969-1975
GRADES SERVED: K-4
NO. OF PUPILS: Nonpublic 230
NO. OF SCHOOLS: 2
NO. OF EMPLOYEES: Professional 2, Paraprofessional 2, Clerical 0
CURRENT BUDGET: Regular $41,000, Summer None, Total $41,000
EVALUATION TEAM: Marion Kaplan, Larry Aniloff*

PROJECT DESCRIPTION

Children in Years 2 and 3 are pretested for diagnosis of individual weaknesses and selection for participation in the project. During the week those selected meet with the reading teacher on a schedule of two to five one-hour sessions per week in groups of 10-15 children for individualized activities prescribed by the reading and classroom teachers and selected to meet individual weaknesses in basic reading skills.

EVALUATION TECHNIQUES

Observations, California Tests of Basic Skills, Botel Phonics Inventory, and Informal Reading Inventory.

KEY FINDINGS

1969-1970	Project established, center furnished, personnel hired; pupils made gains.
1970-1971	Pupils showed statistically significant gains in both comprehension and vocabulary as measured by the California Achievement Test. Improved word-attack skills were indicated by the increasing percentage of pupils who attained raw scores of at least 45 on the Botel Phonics Inventory.
1971-1972	Pupils in the special center showed significant improvement in reading levels and in word-attack skills.
1972-1973	A group Informal Reading Inventory was administered to 43 participating pupils in Grades 2-4 at the beginning and end of the school

year. Ten (23%) of those pupils gained one book level or less, 11 (26%) gained two levels, and 22 (51%) gained three or more book levels during the academic year. Thus 77% of the participating pupils attained or exceeded the goal of gaining two instructional book levels per year.

Approximately half of the project participants attained the desired mastery of alphabet or phonics skills.

On the CAT-70 Reading Comprehension subtest, average GE scores were as follows: Grade 1--0.8; Grade 2--1.5; Grade 3--3.1; Grade 4--3.8. Discrepancies from national norms ranged from 0.7 to 1.0. Although all grades demonstrated annual gains, only Grade 3 demonstrated a consistent decrease in discrepancy from national norms over the years.

1973-1974 Eighty-six percent (not the expected 90%) of the pupils at the original center gained at least one book level on the IRI; 68% (more than the expected 60%) gained at least two levels.

From pretest to posttest on the Botel Phonics Inventory, there was an increase of 42 points (more than the expected 20 points) in the percentage of pupils attaining mastery. At the end of the school year, the 14 pupils in Grade 1 at the original center were given a 52-item alphabet-recognition test; 11 pupils (79%) achieved at least a 95% mastery score (50 or more correct). Thus the project's objective regarding word-attack skills was partially attained; gains on the Botel Phonics Inventory in Grades 2-4 exceeded the expectation, but the first graders' alphabet-recognition mastery rate fell short of the expected 95%.

1974-1975 *(Preliminary findings) The Primary Reading Skills Centers project is fully operational in both centers. Even though their styles of operation are different, both centers are providing experiences which should develop specific decoding and comprehension skills in primary-grade pupils who have reading difficulties. It appears that the project will be able to meet its objectives, as in previous years.*

PARTICIPATING SCHOOLS

Nonpublic: St. Columba, St. Stephen

READING ENRICHMENT AND DEVELOPMENT
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-805
OPERATING YEARS: 1968-1975 (Formerly Motivation "B")
GRADES SERVED: 9-10
NO. OF PUPILS: Nonpublic 700
NO. OF SCHOOLS: 3
NO. OF EMPLOYEES: Professional 0, Paraprofessional 14, Clerical 0
CURRENT BUDGET: Regular $30,000, Summer None, Total $30,000
EVALUATION TEAM: Marion Kaplan, Carrolyn Iwamoto*

PROJECT DESCRIPTION

This project aims to provide special services to underachieving students that will facilitate emotional, intellectual, and social growth, and to encourage potentially able target-area students to continue their post-high-school education. Special emphasis is placed upon dropout prevention.

EVALUATION TECHNIQUES

Descriptive evaluation and analysis of dropout rates and improvement in pupil achievement.

KEY FINDINGS

1971-1972	Ninth- and tenth-grade students (N=1,130) were selected for project participation on the basis of consistently low elementary or junior high school achievement (based on teacher grades and standardized tests). Only three students dropped out of the program and several returned to their regular classes.
1972-1973	All six participating schools used the majority of their Motivation aides to provide some type of assistance with remedial reading. The exact nature of the remedial reading program varied from school to school. Two schools were using one aide each for remedial mathematics assistance. Test results indicated an acceptable gain in reading-comprehension level (Gates-Maginitie Reading Test) on the part of ninth-grade students and no change in the reading-comprehension level of tenth-grade students in the two schools for which data were available.

1973-1974 Although the expected 80% of the students did not achieve the expected gain, 60% of the students did meet the criterion of a six-month gain in GE scores (in six months) on each of the Comprehensive Tests of Basic Skills subtests (reading and vocabulary). Of the 14 students who received tutoring services in mathematics, all returned to their regular classes by the end of the school year, and a majority received passing grades for the year. Thus, the tutorials appeared to be effectively aiding project students to improve their skills in reading and in mathematics.

1974-1975 (Preliminary findings) Small-group tutorials observed in the two schools where the Reading Enrichment and Development project is operational appear to be providing the individual help which the students need in improving their reading skills. With effective tutorials, the students should be able to show improvement by the end of the school year.

PARTICIPATING SCHOOLS

Nonpublic: St. Thomas More, West Catholic Boys, West Catholic Girls

READING IMPROVEMENT THROUGH TEACHER EDUCATION
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-537
OPERATING YEARS: 1972-1975
GRADES SERVED: K-6
NO. OF PUPILS: In-service staff-development project for 294 teachers
NO. OF SCHOOLS: 26
NO. OF EMPLOYEES: Professional 8, Paraprofessional 0, Clerical 1
CURRENT BUDGET: Regular $116,000, Summer None, Total $116,000
EVALUATION TEAM: Marion Kaplan, Larry Aniloff, Carrolyn Iwamoto

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PROJECT DESCRIPTION

The project entitled Reading Improvement through Teacher Education (RITE-B) has evolved as a result of the apparent lack of experience of urban school teachers with specific reading techniques and materials designed to correct the weaknesses of urban school children relative to formal reading readiness. The project is designed, therefore, to improve teachers' skills in all phases of reading instruction.

RITE seeks to bring immediate practical help to teachers in diagnosing existing reading problems and designing and implementing effective developmental reading programs. Four reading-area specialists serve as instructors, trainers, and helpers for the project teachers.

EVALUATION TECHNIQUES

Observational Checklists were used during the formative phase to collect descriptive data for feedback to project personnel.

KEY FINDINGS

1972-1973 As of the middle of the school year, the three specialists had conducted 295 conferences, 8 workshops, 70 observations, and 31 demonstrations, for a total of 404 contacts with classroom teachers. A 20-item summated rating scale completed by principals of the participating schools indicated a generally high level of satisfaction with the effectiveness of the specialists and the project as a whole. An informal solicitation of teacher attitudes toward the project revealed a high level of satisfaction and a desire for even more assistance.

1973-1974 Taken together, the RITE objectives depict an ideal reading-instruction situation. Within the framework of these objectives, the RITE specialists provided a wide variety of services to a large number of teachers. These services were delivered on a needs basis and with varying degrees of intensity. There was indication that teachers receiving these services managed their reading lessons effectively, and that they implemented the various phases of the DRA. At least at the primary grade level, teachers also seemed able to make use of test results in their teaching of reading. However, there was less evidence of progress toward development of the teachers' abilities to individualize reading instruction.

1974-1975 *(Preliminary findings) RITE specialists provided a variety of services to a large number of teachers. Observation of a sample of new teachers indicated that these teachers (who had no previous training) were able to implement some appropriate reading-instructional procedures early in the school year.*

The project is delivering the kinds of services that are appropriate to increasing teacher competence in the teaching of reading, with the most intensive service being given to those teachers who need the most help, the first-year teachers.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, Corpus Christi, Immaculate Conception "A," Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows, St. Agatha, St. Anne, St. Bonaventure, St. Bridget, St. Carthage, St. Charles, St. Columba, St. Gregory, St. Ludwig, St. Madeline Sophie, St. Malachy, St. Mary of the Eternal, St. Michael, St. Paul, St. Peter Neri, Visitation

SUMMER ADVENTURES IN LEARNING
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-645
OPERATING YEARS: 1970-1975 (Summer 1975 not yet reportable)
GRADES SERVED 3-5
NO. OF PUPILS: 400
NO. OF SCHOOLS: 5
NO. OF EMPLOYEES: Contracted service with Community Service Corps: Professional 13, Paraprofessional 128, Clerical 0
CURRENT BUDGET: Regular None, Summer $55,000, Total $55,000
EVALUATION TEAM: Larry Aniloff

PROJECT DESCRIPTION

Centers, supervised by a director and two interns, are scheduled from 9:00 a.m. to 1:00 p.m. daily to provide tutoring in language arts, art instruction, and physical education. Field trips and an overnight camping experience also are provided. It is believed that these experiences help maintain reading achievement, increase motivational levels, and decrease barriers between children of varied social, economic, ethnic, and religious backgrounds. Consultative services are provided upon request.

EVALUATION TECHNIQUES

Monitoring by project administrator, Sight and Sound Inventory, Reader's Digest Skill Builders tests, attendance data analysis, analysis of student writings.

KEY FINDINGS

1970 Evaluation was conducted by the project administrator.

1971 Centers were found to be working efficiently. Absenteeism was low and ratings by staff and parents were favorable.

1972 On the average, pupils improved in reading by one-half grade level as measured by the Wide Range Achievement Test. Attendance was high and about 66% of the pupils improved in language-arts skills.

1973 The percentage of pupils maintaining book level (70%) was greater than the expected criterion (60%). However, while the gains in reading achievement as indicated by a change in book level (29% of the pupils) and the gain in average GE score on the Wide Range Achievement Test (0.4) were substantial, they were below the expected levels of achievement.

The average attendance rate for all SAIL centers was 83.6%, exceeding the criterion rate of 80%. Thus SAIL appeared to be motivating its students to participate in learning activities.

1974 The average daily attendance rate of 77% (approaching the objective of 80%) indicated that the project made progress toward increasing the project pupils' motivation for learning, even though the objective was not fully attained.

The project did not fully attain its language-arts objective of having 60% of the posttest writing samples receive higher ratings than the pretest samples. However, an improvement in language-arts skills over a short time period would need to be substantial in order to be detected by existing assessment techniques.

While the project did not fully attain its objectives, it did make progress toward having the pupils maintain and/or increase their reading levels, and it approached the desired level of average daily attendance.

PARTICIPATING SCHOOLS

District 1: Daroff, Wilson
District 3: Washington
District 4: Rhodes
District 5: Hartranft

SUMMER READING READINESS
(A Component of the COMPREHENSIVE READING PROJECT)

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-651
OPERATING YEARS: 1972-1975 (Summer 1975 not yet reportable)
GRADES SERVED: K-1
NO. OF PUPILS: 1,970
NO. OF SCHOOLS: 42
NO. OF EMPLOYEES: Professional 200, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular None, Summer $117,000, Total $117,000
EVALUATION TEAM: William Loue, Judith Green Leibovitz

PROJECT DESCRIPTION

The project provides preenrollment children with experiences designed to meet the demands of a structured first-grade reading program. Units of 40 children each are assigned to the supervision of a teacher who provides these experiences and activities. It is believed that this will increase pupil confidence in meeting the tasks required in learning to read.

EVALUATION TECHNIQUES

Philadelphia Reading Readiness Test, Stanford Early School Achievement Test, Diagnostic Profile, Sight Word List.

KEY FINDINGS

1972	Children who attended with regularity made significant gains in the mastery of readiness and basic reading skills. Follow-up interviews with Year 1 teachers revealed that participating children differed from nonparticipating children in achievement levels and classroom performance.
1973	Two hundred twenty-six project children (approximately 10% of the total population of pre-first-grade children) were randomly selected to provide pretest and posttest scores on the Philadelphia Readiness Test. One hundred sixty-three children completed both test administrations, obtaining a mean pretest score of 21.5 (maximum score=27) and a mean posttest score of 24.1. The difference (2.6) was statistically significant at the .05 level, providing the necessary evidence for concluding that the objective was attained.

1974 A total of 1,003 pre-first-year pupils completed the Stanford Early School Achievement Test (SESAT). Seven hundred eighty-eight of the pupils attended at least 75% (21 half days) of the project sessions. Of these 788 pupils, 446 (56%) attained a mastery score of 18 items correct out of a possible 28 items on aural comprehension. It was expected that 60% of the pupils would achieve mastery; this objective was not completely attained. These results suggest further investigation of the appropriateness of the mastery criterion of 18 items correct, which had been arbitrarily selected after an investigation of scores obtained by a comparable group of children.

The evaluation procedures were modified by the development and utilization of the Diagnostic Profile and a Sight Word List for each pupil. The Profile mapped out the basic reading-readiness skills required for success in a first-year reading program. The Word List included the 60 most common words found in the basal reading series used today. Pretest ratings on the Profile and Word List were provided by the first-year teachers; posttest ratings were recorded by the project teachers. Two hundred ninety-seven pupils attended at least 75% of the project sessions. One hundred ninety-three (64%) of those attained the mastery criterion. This proportion was below the expectation that 85% would attain mastery. However, it appeared that such an expectation was unreasonable for less than six weeks of half-day learning experiences.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, Corpus Christi, Gesu, Immaculate Conception "A", Immaculate Conception "B", Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of Rosary, Our Lady of Victory, Sacred Heart, St. Agatha, St. Anne, St. Anthony, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, St. Gregory, St. Ludwig, St. Madeline Sophie, St. Malachy, St. Mary Eternal, St. Michael, St. Peter Apostle, St. Peter Claver, St. Philip Neri, St. Rita, St. Rose of Lima, St. Stephen, St. Veronica, St. Vincent de Paul, Transfiguration, Visitation

COMPUTER-MANAGED INSTRUCTION

ADMINISTRATOR: Sylvia Charp
HEADQUARTERS: 5th floor, Fifth and Luzerne Streets
TELEPHONE: BA 9-9492
PBRS CODE: 511-04-560
OPERATING YEARS: 1966-1975 (Reorganized in 1974)
GRADES SERVED: 1-3, 7-12
NO. OF PUPILS: 4,565
NO. OF SCHOOLS: 9
NO. OF EMPLOYEES: Professional 13, Paraprofessional 0, Clerical 4
CURRENT BUDGET: Regular $318,000, Summer $51,000, Total $369,000
EVALUATION TEAM: Thomas Clark

PROJECT DESCRIPTION

This project was reorganized in 1974 from components of the Computer-Assisted Instruction, Instructional Management, and Teaching Basic Reading Skills projects, which were described in the 1974 edition of the Digest of Annual Evaluations (Report #7422). Its underlying educational philosophy recognizes that each individual is unique, that the education system should enable every individual to develop his full potential, and that a responsive education system should provide flexible learning alternatives.

The project's objectives are met by the development and implementation of a computer-assisted and computer-managed instruction system to diagnose, prescribe, test, and manage all the instructional activities for students in reading and mathematics, initially in Grades 1-3 and 7-12, and ultimately in Grades 1-12. The management system capitalizes on materials which have been developed for existing computer-managed instruction programs, and which have been found effective in past evaluations. Where necessary, original materials are written. Most of the prescriptions utilize instructional materials currently available in the schools. Professional personnel identify, classify, and codify these materials which correlate with the respective competency objectives. The materials are prescribed to students on the basis of testing, previous records, and performance.

EVALUATION TECHNIQUES

Data gathered during the instructional and testing phases of the program are used to generate summary reports on student performance and curriculum revision.

KEY FINDINGS

1966-1968	Enabling objectives accomplished. Hardware obtained. Staff recruited. Initial software developed.
1968-1969	Comparisons of achievement-test results between pupils taught by CAI and by traditional methods were equivocal. In both reading and biology, CAI students tended to do slightly better than others; the differences, however, were not statistically significant.
1969-1970	Findings similar to 1968-1969. Because of "system" failures (hardware not operating at specified level, i.e., 95% of the time) and student attrition, no inferential statistical tests were performed. A survey indicated that students liked working with SAVI units, became bored less readily, and had only mild dissatisfaction with the system. Systems improved toward the end of the school year with additional technical support. Uptime approached the 95% line.
1970-1971	Study of relationship between pupil personality and achievement in CAI indicated that specific personality traits were not significant correlates of CAI achievement. It was concluded that CAI could be used with most pupils.
1971-1972	The Philco-Ford 102 computer failed to meet the established criterion of 95% availability. The system was available for students 82.5% of the time. Despite this, teachers reported positive feelings about the program and cited superior retention of students. The reading-comprehension course was selected, disseminated, and implemented in District 2. Approximately 2,000 children in Grades 4-12 participated; most of them achieved a year's increase in reading level during the academic year.
1972-1973	Changeover from Philco-Ford to Hewlett-Packard hardware had a substantial impact on the CAI program. The system availability increased from 82.5% to more than 99%. Computer reports showed that the CAI mathematics program provided successful learning experiences in mathematics for lower-achieving secondary students. The intent of the curriculum specialists was to have the students in remedial mathematics meet the criteria for mastery in the block posttests in 90% of the blocks completed, thereby instilling in these students some of the confidence they had lost through their obvious lack of success in mathematics. The average student was able to complete more than 33 blocks of the program (24 blocks constitute one year's work), and averaged over 90% correct in the posttests of the blocks completed. Therefore, it was concluded that the Drill and Practice Mathematics program was successfully implemented as part of the CAI project.

1973-1974 The project was partially successful in implementing the intended mode of operation. While the CAI staff provided the specified services, individualization of instruction was not attained in the majority of CAI classes. Teachers indicated that difficulties stemmed from their inexperience with CAI and individualized instruction. Specifically, to develop off-line assignments related to each student's on-line instruction was considered impossible in classes of 30-35 students. Also, large classes limited student exposure to on-line instruction.

In spite of the limitations, the project was able to bring participating students to desired levels of mastery in remedial mathematics and biology. In addition, CAI students made greater gains than non-CAI students in reading as measured by the CAI Comprehension Test. Although differences between CAI and non-CAI students in mathematics and biology were not significant, teachers and administrators who were interviewed thought that the students profited not only from the individualized activities but also from the motivation associated with CAI.

1974-1975 *(Preliminary findings) Computer-Managed Instruction reports indicate that elementary grade children in the initial center are making slightly better progress in mastering reading skills than was anticipated. Continued progress should enable these children to attain the specified achievement levels by the end of third grade. The new center in another school has started to receive children and should be fully operational by early spring.*

Development activities for computer-managed mathematics at the elementary level have been sufficient to permit selection of a school for implementation. Development activities have continued for secondary-level computer-managed reading, which has been implemented in one school.

If current trends in development and implementation continue, Computer-Managed Instruction should be fully operational in specified grades this year.

PARTICIPATING SCHOOLS

District 2: Vare
District 3: Stoddart-Fleisher
District 4: Rhodes
District 5: Penn Treaty, Wanamaker
District 6: Roosevelt
District 7: Intensive Learning Center, Pennsylvania Advancement, Stearne

COUNSELING SERVICES

ADMINISTRATOR: Albert Bell
HEADQUARTERS: 9th floor, 219 N. Broad Street
TELEPHONE: 561-7488
PBRS CODE: 511-06-614
OPERATING YEARS: 1968-1975
GRADES SERVED: K-8
NO. OF PUPILS: 4,090
NO. OF SCHOOLS: 14
NO. OF EMPLOYEES: Professional 20, Paraprofessional 0, Clerical 3
CURRENT BUDGET: Regular $338,000, Summer $69,000, Total $407,000
EVALUATION TEAM: Frances Byers

PROJECT DESCRIPTION

The Counseling Services project offers and provides a variety of services and programs to Title I elementary schools located in some of Philadelphia's most impoverished neighborhoods. Its focus is upon prevention rather than treatment. This means that most of the work done in schools by the project's staff is directed toward "normal" children, rather than "disturbed" children. Most of the project's activities are designed primarily to enhance the effect which teachers and parents have upon children in kindergarten through Grade 3.

Specifically, the work of the staff is "system oriented"; that is, it is designed to enrich different spheres of the child's everyday life in order to facilitate his learning and emotional-social growth and development. For this reason, the project attempts to work closely with parents, teachers, and principals, because these individuals are such important components of the child's life. By sharing and demonstrating appropriate mental health principles and practices with such individuals, it is hoped that they will be better able to enhance the children's potential for positive growth and development.

EVALUATION TECHNIQUES

Surveys, observation checklists, and interviews.

KEY FINDINGS

1968-1969	Formative evaluation revealed that the project had established itself in 14 nonpublic schools.
1969-1970	Questionnaire suggested greater community involvement needed. Objectives of small-group discussion required clarification. Extensive

requests for help implied that more effective scheduling might be required.

1970-1971 Faculty acceptance was found to be related to the principal's attitude toward the project. Eighty percent of teachers and principals considered that the children had grown socially as a result of CSP small-group discussions. CSP had more than 590 pupils referred for service. In-service training was provided for each participating school.

1971-1972 In nearly every school, the CSP teams provided testing, counseling, and consulting services for those pupils with individual psychological problems. More than 80% of the interviewed school personnel expressed satisfaction with the help given these children by the CSP teams. Small-group discussions were conducted regularly in almost all classes in every school. In-service faculty training and individual consultations were provided to all target-grade teachers (K-3) in every school. While parental contact was difficult to establish in many schools, the CSP teams conducted individual interviews with parents, as needed, in all schools. In most schools, the CSP team members maintained a close working relationship with the principal and teachers. At least 90% of the interviewed school personnel said that they would like to see CSP in their school permanently.

1972-1973 Two major changes were made for this school year: the project was no longer restricted to the lower elementary grades, but was available to all teachers who desired its services in any grade throughout the school; and the services provided by the project were dictated by the needs of each individual school, instead of being implemented in a prescribed sequence as in previous years.

In 22 visits by the evaluator to the 14 participating schools, resulting in 20 interviews with principals and 79 interviews with teachers, school staffs were found to be very well pleased with the progress of CSP this year. Nearly 100% of the persons interviewed found the project more valuable this year than in the preceding year.

1973-1974 Statistical records compiled by CSP personnel revealed that more than 3,400 pupils (receiving more than 35 different types of services), 150 teachers, and 1,600 parents received preventive psychological services. The teams had more than 2,200 teacher consultations, more than 1,000 consultations with principals, and more than 600 contacts with outside resources.

The evaluator interviewed 147 pupils who were in classes participating in group activities. Of these, 99% knew who the counselors were, 97% said that they did things with them, 97% reported that they liked doing things with the counselors, 93% felt that the counselors helped them get along with other children, 87% felt that the counselors helped them do better in school, and 78% thought that the counselors helped their teachers.

According to the questionnaire responses of 156 teachers, the most beneficial preventive psychological services were teacher-education films and discussions, classroom consultations, parent-child orientation, and small-group discussions.

1974-1975 *(Preliminary findings) All objectives of CSP appear to be met thus far. It seems that more than the anticipated numbers of pupils, teachers, and parents will have received the various project services by the end of the year. Teachers and principals have received the project well and offered suggestions for its improvement.*

PARTICIPATING SCHOOLS

Nonpublic: Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of the Rosary, Our Mother of Sorrows, Sacred Heart, St. Agatha, St. Carthage, St. Elizabeth, St. Francis de Sales, St. Ignatius of Loyola, St. Mary, St. Rita, Transfiguration

CREATIVE DRAMATICS

ADMINISTRATOR: Harriet Ehrlich
HEADQUARTERS: E. W. Rhodes School
TELEPHONE: 221-5353
PBRS CODE: 511-02-548
OPERATING YEARS: 1966-1975
GRADES SERVED: K-8
NO. OF PUPILS: 5,689
NO. OF SCHOOLS: 66
NO. OF EMPLOYEES: Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $41,000, Summer None, Total $41,000
EVALUATION TEAM: William Loue, Judith Green Leibovitz*

PROJECT DESCRIPTION

Creative Dramatics is designed to be an immediate cognitive and affective experience. Through the use of a sequentially learned technique, children are encouraged to explore the social, personal, and academic worlds of themselves and others--both real and imagined. The idea that differences are a function of individuality to be respected and appreciated is thoroughly explored.

Continuous staff development for Creative Dramatics teachers, through workshops, in-school supervision, and leadership-committee meetings, seeks to insure the growth of the program. The learned techniques of the program may be used as a stylized manner of teaching the curriculum or inserted during any part of the day as an adjunct to the regular instructional format. Through dramatization, role playing, and improvisation, each child is encouraged to use imagination to solve problems, to communicate through body movement, and to engage in self-expression. The pupils are directed to gain background information for their activities by research in related literature. Story-telling and reading assignments, correlated with a sense of the dramatic, are encouraged.

EVALUATION TECHNIQUES

Systematic monitoring structured around a formalized Observational Checklist; interaction analysis; comparison with matched groups on achievement in basic skills (ITBS) and on creativity (Torrance test).

KEY FINDINGS

1966-1967 Pupils demonstrated an increased facility in the use of language-arts skills.

1967-1968	Interaction analysis showed that pupils in the project made more high-level, extended, and spontaneous contributions to their classes than pupils in comparison classes. Teachers in the project lectured less often, lectured for shorter periods of time, and encouraged pupils to express themselves and participate in classroom activities more than did teachers not in the CD project.
1968-1969	Fifth-grade pupils in CD obtained significantly higher scores in language arts (ITBS) than matched comparison groups. Interaction analysis (MACI) showed that pupils taught by CD teachers participated more often in classroom interactions than pupils in comparison groups. Creativity (Torrance) scores revealed no major differences between involved and noninvolved pupils. Attitude scores of the pupils showed that the pupils' attitudes toward school and self remained stable.
1969-1970	For the grade level examined, Creative Dramatics teacher behaviors did not affect Iowa test scores. However, after participating in the project, teachers incorporated the Creative Dramatics techniques into their teaching behaviors; thus, as primarily a staff-development program, the project was achieving its objectives.
1970-1971	The current project was providing a variety of in-service activities across the entire school system. The participants tended to be very favorable toward its ideas, techniques, activities, and materials. There was some evidence that participants tended to disseminate their newly learned CD techniques to their fellow teachers. Earlier findings were confirmed: as a staff development program, CD was achieving its objectives.
1971-1972	A survey of workshop participants revealed that teachers favored the ideas, activities, materials, and techniques taught in this staff-development project. In addition, teachers reported carry-over of newly learned Creative Dramatics techniques to their classrooms, and dissemination to their colleagues.
1972-1973	Five visits to CD workshops revealed that innovative techniques for teaching mathematics, science, and the language arts were being presented to project participants. Each observed workshop showed careful planning and virtually flawless execution. The enthusiasm, attentiveness, and involvement of the participants were rated excellent during all observations. Teacher attendance at workshops averaged 77%.
	Observation visits made to Creative Dramatics classrooms indicated that teachers were incorporating the CD techniques into their teaching behaviors. The enthusiasm, attentiveness, and involvement of the

children during the Creative Dramatics lessons were rated excellent during all observations.

1973-1974 In almost all visits, evaluators observed that the CD teacher used nonverbal communication which stressed children's senses and encouraged character portrayal. Supervisors, when observed by the evaluators, were in the process of encouraging CD teachers to use more creative writing. Of the six CD components, five were fully applied by the CD teacher and the sixth, creative writing, was in the process of being implemented. In nearly all observation visits, evaluators observed CD teachers using at least three CD techniques.

1974-1975 (Preliminary findings) Because of its efforts to familiarize itself with CD techniques during the first half-year, the newly-assigned evaluation team has assessed only certain aspects of the project's progress toward attaining its objectives.

Several CD techniques have been observed as demonstrated primarily by the CD staff to participating teachers, aides, and their classes. Creative writing (or pictures for the primary grades) was suggested as a possible follow-up to demonstration lessons. The evaluation team has seen these activities carried out.

It is expected that the project's objectives will be attained by the end of the school year.

PARTICIPATING SCHOOLS

District 1: Belmont, Brooks, Daroff, Drew, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, Morton, Powel, Rhoads, Tilden, Walnut Center, Wilson
District 2: Alcorn, Arthur, Benson, Carver, Childs, Darrah, Douglass, Gideon, Kelley, Landreth, Morris, Poe, Smith, Stanton, Wayne
District 3: Kearny, Meredith, Spring Garden, Wister
District 4: Blaine, Duckrey, Hanna, Hill, Kenderton, Lehigh, Leidy, Miller, Peirce, Pratt, Rhodes, Walton, Whittier, Wright
District 5: Brown, Clymer, Dunbar, Fairhill, Hunter, Ludlow, Moffet, Powers, Sheppard, Thomas
District 6: Dobson, East Falls, Kelly
District 7: Bethune, Taylor

EDUCATION IN WORLD AFFAIRS

ADMINISTRATOR: Margaret Lonzetta
HEADQUARTERS: World Affairs Council, Wanamaker's, 13th and Market Streets
TELEPHONE: LO 3-5363
PBRS CODE: 511-03-556
OPERATING YEARS: 1966-1975
GRADES SERVED: 6, 7, 12
NO. OF PUPILS: Public 2,600, Nonpublic 400
NO. OF SCHOOLS: 88
NO. OF EMPLOYEES: Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $124,000, Summer None, Total $124,000
EVALUATION TEAM: Lisbeth Sorkin

PROJECT DESCRIPTION

The project, concentrating on the study of various countries each year, involves students in each of the seven districts having target-area schools. Materials appropriate to the grade level, including films, filmstrips, records, and books, are provided for every participating teacher. Speakers from each country are sent into every classroom. Each class is invited to take trips to two cultural centers in the city for a lesson on one of the countries studied. Throughout the year, all classes have the opportunity to take a trip to New York where they tour the UN building and see other interesting points of the city. Twelfth-grade students also participate in regional conferences and visit Washington, D. C.

EVALUATION TECHNIQUES

Comparative testing in specific content areas, measurement of attitudinal changes or open-mindedness toward countries studied.

KEY FINDINGS

1966-1967 The project operated well over the year. The trips to the United Nations headquarters were well received by the junior high school students.

1967-1968 Students in EWA demonstrated a significantly greater knowledge of the four countries studied than non-EWA students. Measures of open-mindedness showed that the ratings of EWA and non-EWA students were about the same.

1968-1969 EWA students showed greater knowledge of the countries studied than non-EWA students; however, no measurable change in open-mindedness was noted. EWA students enjoyed participating in the activities designed for the school year.

1969-1970 Eight EWA clubs visited the UN headquarters; tape recordings of indigenous speakers were made; clubs participated in extra- and interclub activities. EWA participants exceeded comparison groups with respect to factual knowledge. Differences in open-mindedness were not significant. The World Affairs Council provided the organization and materials necessary to implement the project's objectives on both student and faculty levels.

1970-1971 The learning activities considered essential to the EWA program at the participating schools took place during the year. Systematic monitoring and teachers' responses to a questionnaire indicated that teachers were using the EWA booklets to prepare their students for the country programs at the Civic Center and the Art Museum, using introductory tapes about the four countries. and having the students use the library for research.

The procedures and structural arrangements considered essential to EWA activities at the Civic Center and the Art Museum were carried out. Systematic monitoring showed that the EWA programs consistently included a question-and-answer period, use of audiovisuals, and small-group tours or country activities.

1971-1972 Three facets of the EWA program were noted: class or club activities involving educational materials and guest lecturers; district programs held at various cultural centers; and trips such as visits to museums in the Philadelphia area, to Washington, D.C., and to the United Nations. The most important facet was seen to be the class or club activities, because all the necessary background information for subsequent EWA activities designed to insure optimal student participation was provided during those meetings. However, at the senior high and junior high levels, this was the least successful facet of the program because attendance at the class or club activity was voluntary and students frequently chose not to attend. Nevertheless, the project was considered successful because it was providing students with cultural experiences which could not be provided by the home school.

1972-1973 Materials were available and activities were occurring, as planned, at the elementary, junior high, and senior high levels of the EWA project. The six-week special education pilot program using EWA materials on Nigeria was well received by nine teachers who participated in an evaluation session in the spring.

1973-1974 Five classes of junior high students, randomly selected and tested with an instrument developed to test their knowledge of facts and information contained in the Mexico unit, showed statistically significant gains ($p<.05$) on the test.

Each of the enabling objectives was completely satisfied. Members of the evaluating team observed the activities, finding them well planned and efficiently conducted. Responses from questionnaires sent to class sponsors indicated that materials were received on schedule and that trips were conducted as planned (indicated by 90% of the returns).

Two parent-teacher conferences were provided for the teachers and parents of the eight special education classes. However, only 165 of the project's 280 parents attended. Although the attendance objective was not met, the purpose and needs of the program were. The evaluation team concluded that the program for the parents was successful.

1974-1975 *(Preliminary findings) The EWA project is fully operational at this time. All unit activities are proceeding on schedule. The newly written and revised booklets for this year have been well received, as indicated by favorable comments on teacher questionnaire returns.*

The project personnel carefully planned a method to follow up delivery of materials to the teachers. As a result, very few teachers reported late receipt or nonreceipt of materials.

As currently operating, the project will attain its objectives.

PARTICIPATING SCHOOLS

District 1: Bartram, Belmont, Bryant, Comegys, Daroff, Drew, Huey, Locke, McMichael, Sayre, Sulzberger, University City, Washington, West Philadelphia, Wilson, Wolf

District 2: Audenried, Bache, Bregy, Carver, Childs, Douglass, Franklin, Gideon, Kelley, Martin, Peirce, Penn, Vare, Vaux, Wayne

District 3: Bartlett, Bok, Jackson, Kearny, South Philadelphia, Spring Garden, Stevens, Washington

District 4: Blaine, Blankenburg, Cleveland, Dobbins, FitzSimons, Gillespie, Gratz, Peirce, Pratt-Arnold, Rhodes, Shoemaker, Stokley, Strawberry Mansion

District 5: Dunbar, Edison, Ferguson, Jones, Kensington, Ludlow, McKinley, Moffett, Thomas, Wanamaker, Willard

District 6: Dobson, East Falls, Mifflin, Pennell, Pickett, Roosevelt, Steel, Widener

District 7: Bethune, Pennsylvania Advancement, Stearne

Nonpublic: Hallahan, St. Benedict, St. Columba, St. Edward, St. Elizabeth, St. Ignatius, St. Madeline Sophie, St. Mary Interparochial, St. Rita, St. Rose of Lima, St. Stephen, St. Thomas More, West Catholic Boys, West Catholic Girls

ENGLISH AS A SECOND LANGUAGE--READINESS

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-504
OPERATING YEARS: 1971-1975
GRADES SERVED: Kindergarten
NO. OF PUPILS: Nonpublic 260
NO. OF SCHOOLS: 6
NO. OF EMPLOYEES: Professional 4, Paraprofessional 12, Clerical 0
CURRENT BUDGET: Regular $136,000, Summer None, Total $136,000
EVALUATION TEAM: Marion Kaplan, Larry Aniloff*

PROJECT DESCRIPTION

The project serves areas of concentration of immigrants from Puerto Rico with all the attendant effects of the poverty area on preschoolers complicated further by a lack of proficiency with English, the language of the school, resulting in low achievement in first grade and throughout the academic career, low expectations on the part of parents and teachers, negligible self-image, and high likelihood of early dropout.

Centers are established in schools with high percentages of Puerto Ricans. Each center is staffed by one teacher assisted by two bilingual aides (parents of pupils). Teachers are trained in working with language-development programs with a proven high degree of success in developing requisite skills in bilingual children. Examples are the Distar program, Hoffman supplementary bilingual program, Bell and Howell Language Masters, and mathematics and science programs emphasizing the inquiry method and stimulating language development in the children. Classes meet in two half-day sessions at each center in an informal classroom setting. Funds are made available to allow for field-trip experiences that assist in vocabulary and concept development.

EVALUATION TECHNIQUES

Project monitoring, Philadelphia Readiness Test (PRT), and Elementary School Speaking Tests in English and Spanish (ESST).

KEY FINDINGS

1971-1972 Experiences provided by the project appeared to have positive effects on pupil achievement as measured by the ESST and upon readiness for future academic work as measured by the PRT. The sample of pupils from each school made highly significant gains.

1972-1973 Approximately two thirds of the project's pupils developed sufficient readiness skills to attain scores at least equivalent to 90% mastery of the items on the PRT, thus indicating substantial progress toward the attainment of this objective. Average scores on the English section of the ESST increased significantly for both Anglo (pretest mean= 37.5; posttest mean=46.6) and Spanish-speaking (pretest mean=32.9; postttest mean=44.8) pupils.

1973-1974 Fifty-seven percent of the pupils attained a score of 24 (85% mastery) or higher on the test which was administered in May. Because less than the expected 75% of the participating pupils achieved mastery, the project did not fully attain its objective of developing readiness skills.

On the English subtest of the Elementary School Speaking Test, the mean pretest score was 32.7; the mean posttest score was 43.7. With this gain statistically significant beyond the .05 level, the project achieved its objective of developing English language skills.

1974-1975 (Preliminary findings) The ESL-R project is operational in all six locations, attempting to achieve its objectives of developing readiness and language skills. The pupils, in an informal, small-group classroom setting, use programs and methods which have been successful in the past. September pretest scores on the Philadelphia Elementary School Speaking Test (English subtest) were similar to the previous year's pretest scores (32.7 in both 1973 and 1974). The similarity to last year's program in terms of pretest scores and operational procedures suggests that the project is likely to achieve its objectives again.

PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Bonaventure, St. Boniface, St. Edward, St. Malachy, St. Peter Apostle

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

ADMINISTRATOR: **Eleanor Sandstrom**
HEADQUARTERS: **Room 300, 21st Street and Parkway**
TELEPHONE: **448-3334**
PBRS CODE: **511-02-551**
OPERATING YEARS: **1966-1975 (Originally called English as a Second Language)**
GRADES SERVED: **PK-12**
NO. OF PUPILS: **2,180**
NO. OF SCHOOLS: **43**
NO. OF EMPLOYEES: **Professional 58, Paraprofessional 6, Clerical 7**
CURRENT BUDGET: **Regular $844,000, Summer $25,000, Total $869,000**
EVALUATION TEAM: **Robert Offenberg, Bob Epstein**

PROJECT DESCRIPTION

The most widely accepted teaching procedures that reflect the philosophy and principles of applied linguistics are employed to attain the stated objectives of second-language acquisition. The organization for instruction takes several forms depending upon the organizational structure of the school, the needs of the children, and the number to be served. For example, in some schools the children are with the ESL teacher in a self-contained classroom. In other schools the non-English-speaking children are sent by their classroom teacher to the ESL teacher for instruction at intervals during the school day. In some schools the children have ESL as an integral part of a bilingual learning experience.

First Stage: Aural/oral - The children listen, repeat, and use the different structures in answering questions in dialogues, in describing things, and in relating experiences.

Second Stage: Reading - The children read material based on oral experiences.

Third Stage: Writing - Given a word with which they are familiar, the pupils write a sentence. Given a theme or a picture, the children write a short story describing same.

EVALUATION TECHNIQUES

Comparisons of improved English usage as measured by the Linguistic Capacity Index, comparisons of English-facility ratings made by ESL and non-ESL teachers, survey of community through questionnaires to report attitudes and involvement of the affected communities.

KEY FINDINGS

1966-1967	Responses to survey questionnaire indicated that most pupils in ESL had made improvements in word pronunciation, speech patterns, fluency, and school adjustment.
1967-1968	Comprehension of written and spoken English improved. The amount of spoken Spanish in the classrooms decreased significantly.
1968-1969	ESL students' English knowledge and understanding improved in the areas of pronunciation, speech patterns, and fluency. Improved adjustments to school also were noted. Parents, principals, and teachers reported that the ESL program had high value and was successfully meeting its objectives.
1969-1970	Variations in class sizes and hours of instruction existed from school to school. These variations were affecting the quality of performance of some pupils as evidenced by the ratings by non-ESL teachers.
1970-1971	Pupils in the different schools showed significantly different levels of gain. The differences were probably attributable to differences in grades served, and differences in instructional setting (e.g., the self-contained classroom versus part-time attendance in ESL classes) Although end-of-year scores for self-contained classes averaged about the same as end-of-year scores for "part-time" classes, pupils in self-contained classes made most of their gains during the first half-year, while pupils in "part-time" classes made more even gains over the entire school year. Pupils in ESL during only the second half of the year gained more than those in the project during only the first half-year. The greater gains by the second-half pupils might be related to the fact that the pupils who entered the second half of the year had a greater facility with English and were helped by the students who had been in the program since September. No significant difference was apparent between the gain by the full-year group during its first half-year of participation and the gain made by either of the groups limited to a half-year of participation. All groups made statistically significant gains on the Linguistic Capacity Index during their exposure to ESL. Thus it was concluded that ESL was meeting its objective of increasing the pupils' English audiolingual skills.

1971-1972 Monitoring and teacher questionnaires revealed that the number of pupils taught by each teacher varied greatly from site to site. Instructional time was found to vary from one hour to 26 hours per week. Materials varied because many were teacher made, although most teachers of Grades 1-4 used the Lancaster series and most junior high and senior high teachers used Friese. The Lado series (two levels) was made available to teachers if they wanted to use it. Most teachers reported that the materials they had were adequate. In each school, teachers found that about two pupils entered and two left the project each month. The percentage of pupils who were in ESL for a second year was found to vary from 0% to 45% in the elementary schools, and from 3% to 93% in the junior and senior high schools. The Linguistic Capacity Index was judged to be inadequate even in a revised form, and its use for evaluating was discontinued.

1972-1973 The Observational Checklist with additional ESL specifications was used in monitoring all 24 sites. In 50% of the cases, English was used exclusively during the class periods. Colloquial expressions were being used in 17 instances, and students were learning to discriminate among sounds in 15 of the 24 observations made. Children followed spoken English directions regarding class activities, projects, and assignments. Instructional tapes and records were in English. Thus the curriculum was structurally organized to emphasize the use of English, with materials and methods essential to the understanding of spoken English intensively incorporated on a continuous basis.

Observations at, and records from 24 sites indicated that there were 283 advanced pupils (27%) who were learning to read, to write, and to refine grammar in English. Although the greater numbers of advanced students were reported by the junior high school teachers, aural/oral skills were still the most heavily stressed. At one third of the sites, pupils were involved in silent reading.

The observed "writing" activities involved pupils marking a picture or an answer, or using colored pencils to draw, rather than writing structured English compositions. Observations established that reading and writing in various forms were taking place in the program at both the intermediate and the advanced levels.

1973-1974 Tests administered to a sample of pupils showed that pupils in the project for more than a year and a half had greater comprehension of spoken and written English than those with less experience in the project. This was true regardless of the pupils' age, grade, or length of time on the mainland.

1974-1975 (Preliminary findings) The project director has indicated a commitment to full implementation of the project's three instructional models *by midyear. Therefore, tentative evaluation of the relative merits of the models should be possible in Spring 1975. The ESOL Test of Oral Comprehension is expected to be available for that evaluation. Development of the ESOL Speaking Test is expected to be underway at that time.*

PARTICIPATING SCHOOLS

District 2: Franklin, McDaniel, Meade, Morris, Peirce, Penn, Poe, Reynolds, Sartain, Smith, Stanton, Vare, Vaux, Waring, Wayne
District 3: Jefferson, South Philadelphia, Southwark, Stoddart-Fleisher
District 5: Edison, Elverson, Ferguson, Hunter, Jones, Kensington, Ludlow, McKinley, Miller, Moffet, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Thomas, Wanamaker

Nonpublic: Cathedral, St. Bonaventure, St. Boniface, St. Edward, St. Malachy, St. Peter Apostle, St. Stephen, St. Veronica

ENRICHMENT ACTIVITIES FOR HEARING-IMPAIRED PUPILS

ADMINISTRATOR:	Theresa Chletcos
HEADQUARTERS:	Martin School, 22nd and Brown Streets
TELEPHONE:	PO 3-6633
PBRS CODE:	511-05-546
OPERATING YEARS:	1973-1975
GRADES SERVED:	1-12
NO. OF PUPILS:	100
NO. OF SCHOOLS:	1
NO. OF EMPLOYEES:	No additional staff needed; personnel expenses are incurred for extracurricular services.
CURRENT BUDGET:	Regular $43,000, Summer None, Total $43,000
EVALUATION TEAM:	Rafe Colflesh

PROJECT DESCRIPTION

A longer school day is provided to expand the educational opportunities needed by deaf and hearing-handicapped children. Vocational programs, individualized instruction, practice in communication skills, and recreational programs are provided.

EVALUATION TECHNIQUES

Project monitoring, anecdotal records, parent summary, activity log, and Observational Checklist.

KEY FINDINGS

1972-1973	Delayed approval of the Title I application prevented implementation of the project during this school year.
1973-1974	The project succeeded in providing beneficial skills to deaf and hard-of-hearing pupils. More than 70% of the older pupils voluntarily participated in the project. Evaluators observed that the program had been planned, developed, and implemented this year and that pupils participated enthusiastically. The services and training that were offered would have been unavailable to these deaf and hard-of-hearing pupils if this project did not exist.
1974-1975	*(Preliminary findings) Of the approximately 100 pupils enrolled at Martin School, 57 are participating in one or more extracurricular activities. This number is impressive since hearing-impaired pupils less than 14 years old are often unable to participate because school regulations forbid travel to and from school on public transportation unaccompanied by an adult.*

Thirty-five pupils are involved in salable skill areas including advanced sewing, crafts and woodworking, and jewelry making. The quality of work observed by the evaluation team was at or close to commercial standards. Twenty-six parents in two groups are now meeting once a week after school, and are being instructed in manual language.

Current operational levels indicate probable attainment of objectives.

PARTICIPATING SCHOOLS

District 2: Martin

EPISCOPAL ACADEMY: SUMMER ENRICHMENT

ADMINISTRATOR: James W. Straub
HEADQUARTERS: Episcopal Academy, Latches Lane, Merion, Pa.
TELEPHONE: TE 9-3100
PBRS CODE: 511-02-519
OPERATING YEARS: 1973-1975 (Summer 1975 not yet reportable)
GRADES SERVED: 6
NO. OF PUPILS: 31
NO. OF SCHOOLS: (Not applicable)
NO. OF EMPLOYEES: Professional 6, Paraprofessional 5, Clerical 0
(Contract with Episcopal Academy)
CURRENT BUDGET: Regular None, Summer $7,000, Total $7,000
EVALUATION TEAM: Stephen H. Davidoff

PROJECT DESCRIPTION

Participating boys are picked up daily in front of their respective schools and brought to Episcopal Academy. The day begins with five 30-minute classes in mathematics, reading, history, science, and "art and music." The boys are divided into four groups of eight by ability, permitting the instructors to move along adequately as a group. However, there is always a great spread of interest, and the small groups with two guides (teacher and assistant) are able to bend to the interests and needs of the individual.

The reading program uses a filmstrip and a tape recording that are synchronized with the reading books. The subject matter includes football and baseball. For history, the boys go to the library every day. They may read any books they choose as long as they write a brief report on them.

In mathematics the pupils work on improving basic skills by drill work mixed with motivating games. In science the boys do a variety of things. They began by learning about food and how it is assimilated. From there they branched out into studying simple anatomy and biochemistry.

The art program is a source of much enjoyment. The teacher begins by teaching them the rudiments of drawing and ends with instruction in working with clay. Each of the boys makes at least one project which he glazes and has fired in the kiln.

Following classes, the boys are taken to the "Chuckwagon" for lunch and return for sports and swimming. The boys participate in numerous games and are coached in their skills; good sportsmanship is emphasized.

EVALUATION TECHNIQUES

Descriptions and observations provided by the project staff, Stanford Achievement Tests, and Red Cross swimming tests are used to measure the attainment of project goals.

KEY FINDINGS

1974 This summer project provided a program of academic subjects and sport activities for target-area children in a private school setting. The project was successful with respect to both its goals. Participants improved in both of the academic subject areas and in athletic proficiency. The average pupil increased his reading score on the Stanford Achievement Test by 1.1 GE and his mathematics score by 0.8 GE. In addition, 27 of 31 children made excellent progress in swimming.

PARTICIPATING SCHOOLS

Episcopal Academy

FOLLOW THROUGH (ESEA TITLE I COMPONENT)

ADMINISTRATOR: Leontine Scott
HEADQUARTERS: Room 510, 21st Street and Parkway
TELEPHONE: 448-3678
PBRS CODE: 511-01(02)-899
OPERATING YEARS: 1968-1975
GRADES SERVED: K-3
NO. OF PUPILS: 6,284
NO. OF SCHOOLS: 45
NO. OF EMPLOYEES: Professional 37, Paraprofessional 255, Clerical 4
CURRENT BUDGET: Regular $5,670,000, Summer $377,000, Total $6,047,000
EVALUATION TEAM: Thomas McNamara, Judith Goodwin*, Anne Lukshus,
Linda Matthews, Donis Pearcy, James Welsh

PROJECT DESCRIPTION

Follow Through was designed to continue and augment the gains made in Head Start, once the children enter the formal school. It aims to improve the scholastic achievement of children by providing comprehensive compensatory services, particularly in reading skills (word recognition, word analysis, comprehension), oral communication, written expression, and listening skills.

The program brings together the resources of the school, community, and family in a replete approach to meet the child's needs. Services include a special program of instruction, nutrition programs for the children and the parents, supplemental health services (medical, dental, psychological), additional social services, and continuous in-service training.

Teams are trained to work with children and parents. Constant planning is built into regular activities. Model-management teams involve persons at district, school, and community levels to implement the program more effectively. In-service training for administrators, staff, and parents also is provided.

Seven planned variations of comprehensive services designed to improve scholastic achievement of pupils K-3 in basic skills are medical care, dental care, nutrition, social services, psychological services, teacher training, and active parent involvement.

EVALUATION TECHNIQUES

Standardized achievement tests, questionnaire, Observational Checklist.

KEY FINDINGS

(Reported by Follow Through evaluation staff)

1968-1969 The first year witnessed many of the difficulties inherent in an attempt to plant innovative methods into a well established institution. The beginnings of the program found personnel resistant to change, hazy about what changes they were actually expected to bring about, and anxious about the outcomes. In many cases the philosophy and techniques appropriate to each model had to be learned on the job, since it was not known ahead of the school year which teachers were to participate in the program.

The first year also witnessed limited contact with the model sponsors, possibly because they, too, were busy building foundations. At the local level, program implementation was the first order of business and little time was left to concentrate on such areas as supplementary health services and full community involvement. Centralization also was a characteristic of this year. One person, with staff, directed the activities, prepared the budgets for all the schools, and made the key decisions.

1969-1970 In the second year, several administrative changes took place. First, several marriages were made between models which resulted in various problems, such as inability of school personnel and parents to attend the meetings and workshops offered by both models within one school. Because of a lack of coordination and a conflict of interests and loyalties, these marriages did not work well. Secondly, the need for decentralization was recognized and responsibility was shifted to district superintendents and principals along with model liaisons. They, in turn, succeeded in involving parents in the decision-making process in the preparation of budgets. Because the success of these efforts depended largely on the level of involvement of the individuals concerned, transfers of principals proved disruptive.

1970-1971 During the second and third years of the program, staff development was more carefully planned and included more parents. In addition, the model sponsors became more involved at the local level. Model liaisons, in conjunction with the on-site team leaders, served the key function of interpreting the instructional program at the local level and eventually became responsible for its dissemination.

1971-1972 Each year has brought about greater program refinement, better use of paraprofessionals, greater parental involvement, more interest and enthusiasm at all levels, and a great deal of success in providing supplementary services. From a concentration on implementation at the instructional level, the program was able to move more and more toward articulation.

Both the EDC and Behavior Analysis models opened training centers in Philadelphia and began to involve personnel and parents from other schools and communities. Graduate students at Temple University observed the models during the summer and received credit for this seminar. Thus the program was gradually being disseminated in the School District.

1972-1973 *Mobility of teachers and pupils.* Of the 309 teachers assigned to Follow Through since 1968, only 75 were no longer teaching in the program in Spring 1972, representing a 76% holding rate. This continuance percentage was considered to be a highly satisfactory level of continuity of treatment.

Of a total of 8,037 pupils identified as having Follow Through exposure of at least five months' duration since 1968, slightly more than 70% had continued through Spring 1972. Those with Head Start or equivalent experience had continued at a higher rate (74-75%). These findings were considered to indicate that pupils enrolled in the program have remained over a sufficient amount of time to receive planned effects of the program.

Perceptions of the program. In interviews and survey responses, all levels of program personnel and parents seemed to be highly convinced that the program should continue, and that its unique characteristics as an early childhood program have been of benefit to the education of children in Philadelphia. The program elicited very few negative votes regarding its continuance, but did inspire a considerable number of suggestions for modifications in policies and procedures among upper-level personnel. Although the groups varied in their expression of changes desired, some common suggestions were changes in administrative and financial procedures, more staff selectivity, changes in and/or combinations of models or model components, and better federal and other sponsor support, with better evaluation efforts at all levels.

Pupil achievement. Two of the seven models emerged as effective approaches to educational achievement across all grades (K-3), as measured by the 1972 citywide achievement tests, from both cross-sectional and quasi-longitudinal approaches. Most models compared favorably with appropriate reference groups in at least one of the four grade levels tested.

1973-1974 Overall, the project has functioned well and has evidenced progress toward uniform effectiveness in all its major components.

The Behavior Analysis model has evidenced the highest pupil achievement in all areas and at all grade levels, and has evidenced superior pupil performance in relation to comparison school groups. Program exposure and Head Start or equivalent experience seem to have had the most pronounced positive effect in this model.

The Bank Street model has rivaled the Behavior Analysis model in achievement of kindergarten and first-grade pupils, particularly under the conditions of maximum project exposure and Head Start or equivalent experience, but not in achievement of second- and third-grade pupils, particularly in reading.

In the project as a whole, maximum exposure and Head Start or equivalent experience have had a positive effect on mathematics and reading performance of kindergarten and first-grade pupils. However, there is now a broad spectrum of evidence indicating that second- and third-grade pupil performance in mathematics and reading was considerably below the level achieved in the earlier grades in 1972-1973.

All supportive services have shown improvement, but some sites still required increased effort in providing adequate social services and in establishing convenient means of transportation to the services.

Parent involvement continued to be a high priority area of the project and has consistently gained in effectiveness. However, there were still some sites where adequate concern was lacking.

1974-1975 (Preliminary findings) On the basis of the monitoring information, it seems that the instructional component of Follow Through is being refined and strengthened. The Behavior Analysis, Bank Street, and EDC models seem to be particularly well implemented. In addition, social services and the parent-involvement component are operating well. However, medical, dental, and psychological services do not appear as readily available as in previous years, due to increased salary and fringe-benefit costs.

PARTICIPATING SCHOOLS

District 1: Belmont, Drew, Locke, McMichael, Rhoads, Washington, Wilson
District 2: Arthur, Carver, Meade, Reynolds, Stanton, Waring
District 3: Hawthorne, Kearny, Nebinger, Southwark, Spring Garden, Stevens, Wister

District 4: Blankenburg, Dick, Duckrey, Pratt, Stanton, Stokley, Wright
District 5: Dunbar, Elverson, Ferguson, Harrison, Hartranft, Hunter, Ludlow, McKinley, Moffet, Welsh
District 6: East Falls, Fulton, Kelly, Pastorius, Wister
District 7: Bethune, Smedley, Taylor

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

ADMINISTRATOR: Lurlene Sweeting
HEADQUARTERS: Room 204, 21st Street and Parkway
TELEPHONE: 448-3161
PBRS CODE: 511-05-587
OPERATING YEARS: 1968-1975
GRADES SERVED: K-12
NO. OF PUPILS: 1,070
NO. OF SCHOOLS: 19 Institutions
NO. OF EMPLOYEES: Professional 109, Paraprofessional 3, Clerical 6
CURRENT BUDGET: Regular $143,854, Summer $89,668, Total $233,522
EVALUATION TEAM: Judith Green Leibovitz

PROJECT DESCRIPTION

This project, developed cooperatively with representatives of Philadelphia public, private, and parochial institutions for neglected and delinquent children, involved planning and implementing programs designed to meet the special needs of institutionalized children. These children are referred to the various institutions by public and private agencies throughout the city of Philadelphia.

Title I funds are utilized to supplement the institutions' ongoing curriculum during the regular and summer terms and after school hours. Examples of the programs offered in the institutions are English/reading, cultural enrichment, science, tutoring, camping, educational field trips, diagnostic evaluation in reading and mathematics, and psychological counseling.

EVALUATION TECHNIQUES

Descriptive evaluation furnished by project administrator, including formal and informal test scores, number of pupils served, and services provided.

KEY FINDINGS

1968-1972	Observations indicated that the contracted services were being received by the participating children.
1972-1973	Of the 20 institutions, 19 were funded for this project. Specialized programs were implemented by the funded institutions. Individual reports by these institutions suggested that in all cases the specialized programs were successful in achieving their respective and varied objectives.

Methods and procedures differed according to the design of the specialized programs. Two examples will serve to illustrate this point. One institution's project report indicated that 70% of the reading pretest scores were at or below the level of IRI Book 1; posttest scores indicated that only 26% of the same pupils continued to read at or below that level. Another institution's report indicated that the average score on a phonics inventory increased by 15 points between the pretesting and posttesting periods.

1973-1974 This project enabled institutions for neglected and delinquent children to provide tutorial services, educational programs, and recreational/cultural activities to the pupils they serve. Test scores and observations indicated that gains were made in reading skills at several of the institutions. Recreational and cultural activities were implemented, providing "hands on" and other direct experiences with materials and sites of interest. Most programs were well planned and effectively implemented.

1974-1975 *(Preliminary findings) Seven institutions have provided programs for their children and four others are taking the necessary steps to begin operation. Pupils were reported actively involved in programs at the operational facilities.*

Because the intent of tutoring or remedial help for institutions varies, the Reading and Mathematics subtests of the California Achievement Tests seem not to be appropriate measures in all situations. Results of the tests will be available for all institution children attending Philadelphia public schools; however, tests selected by each of the institutions will also be used to provide an appropriate assessment of progress.

Since program directors have in the past reported that there was growth by the children benefiting from Title I funds, it is assumed that similar growth will be reported for this year also.

PARTICIPATING INSTITUTIONS

Association for Jewish Children, 1301 Spencer Street, 19141; LI 9-9000

Baptist Children's House, 58th and Thomas Avenue, 19143; SA 9-6511

Catholic Home for Girls, 6901 Woodland Avenue, 19142; SA 6-2605

Center of the Sisters of the Good Shepherd, Chew Avenue & Church Lane, 19141;
VI 8-4313, 6464

Children's Aid Society of Pennsylvania, 311 South Juniper Street, 19107; KI 6-2990

Girard College, Girard & Corinthian Avenues, 19131; PO 5-7500

Guardian Angel Home, 8538 Frankford Avenue, 19154; MA 4-3794

Methodist Home for Children, Monument Road at Belmont Avenue, 19131; TR 7-1925

Morrell School for Girls, 5301 Chew Avenue, 19138; GE 8-3766

Northern Home for Orphans, 5301 Ridge Avenue, 19128; IV 2-1423

St. Joseph's Hall for Girls, 910 Church Lane, 19138; GE 8-9333

St. Vincent's Home for Children, 6900 Greenway Avenue, 19142; SA 4-0203, 3995

St. Vincent's Orphan Asylum of Tacony, 7201 Milnor Street, 19154; MA 4-5600

Salvation Army Ivy House for Children, 4050 Conshohocken Avenue, 19131;
TR 7-7214

Southern Home for Children, 3200 South Broad Street, 19145; DE 4-4319

Stenton Child Care, 6100 Stenton Avenue, 19138; MU 6-9700, Ext. 49311

Youth Development Center, 151 W. Luzerne Street, 19140; GL 7-4250

Youth Services, Inc., 410 34th Street, 19104; BA 2-3262

Youth Study Center, 2020 Pennsylvania Avenue, 19130; MU 6-1776

INTENSIVE LEARNING CENTER

ADMINISTRATOR: James H. Lytle
HEADQUARTERS: 6th floor, Fifth and Luzerne Streets
TELEPHONE: BA 6-0650
PBRS CODE: 511-02-843
OPERATING YEARS: 1969-1975
GRADES SERVED: K-4
NO. OF PUPILS: 230
NO OF SCHOOLS: 1
NO. OF EMPLOYEES: Professional 7, Paraprofessional 9, Clerical 1
CURRENT BUDGET: Regular $149,000, Summer $7,000, Total $156,000
EVALUATION TEAM: Jay Yanoff

PROJECT DESCRIPTION

The Intensive Learning Center is an innovative school aiming at exemplary instruction for elementary-age pupils, at curriculum development, and at staff development. The school is located on the sixth floor of a converted factory building at Fifth and Luzerne Streets. With the partial exception of a small group of the youngest and least mature pupils (the Entry Class), team teaching, nongradedness, and individualization are the rule. "Flexible teaching space" (60' x 60' rooms) and large groups of pupils (approximately 100) also are common to the two "houses" within the ILC. Each house is staffed with teachers and aides.

The ILC project has as its goal the improvement of reading, mathematics, and problem-solving abilities. This is accomplished in an open learning environment emphasizing the child's total development.

EVALUATION TECHNIQUES

Surveys, questionnaires, systematic observation, and standardized tests measuring pupil progress.

KEY FINDINGS

(Reported by ILC evaluation staff)

1969-1970 Rate of progress, as measured by standardized tests, improved for third-, fourth-, and fifth-grade pupils in reading and in arithmetic concepts. Second-grade pupils improved in reading comprehension. First-grade pupils made gains in arithmetic.

Pupils in Inquiry House made more progress in reading than the others; pupils in Blend House achieved more in arithmetic. This difference appeared to be due to teacher interest and expertise rather than organization of the house. Pupils in Tech House showed the largest gains on both IPI arithmetic and IPI reading tests. Tech House pupils improved most on the Piagetian conservation tests.

Speakers at the staff-development sessions were generally well received; the group-dynamics sessions were not. However, the last session, which led to some ongoing committees being organized and "something being done," proved to be beneficial. Results of a survey (Urban Market Developers, 1970) revealed that most parents who visited the ILC felt welcome. They were well informed of the objectives of ILC and read the newsletter with much interest.

1970-1971 Sixth-grade pupils gained from 1.2 to 2.4 years on the subtests of the Iowa Tests of Basic Skills between 1969 and 1971. The overall average composite gain was 8 months. Fourth-grade pupils gained 9 months in reading (California Test of Basic Skills) and fifth-grade pupils gained 10 months during this school year. Gains in arithmetic skills were less dramatic (Stanford Achievement Test), with fourth graders gaining 4 months and fifth-grade pupils gaining 7 months.

1971-1972 Pupils at ILC made progress in the basic skills (with the exception of vocabulary skills in Grade 4) which ranged from 0.4 years to 2.8 years in a year's time. Forty-four percent of the studied participants achieved at a rate of at least one grade-equivalent year in one school year. There were no substantial increases in the number of pupils approaching the national norm except in arithmetic concepts and reading comprehension in some cases, and there were no increases in the number of pupils achieving at a level above the national norm.

1972-1973 Informal Reading Inventory results were analyzed for the Middle and Upper Houses. Normal progress would be two book levels per year. Among Middle House pupils (N=111), 54% gained one book level or less, 16% gained two book levels, and 30% gained three or more book levels. Among Upper House pupils (N=113), 57% gained one book level or less, 22% gained two book levels, and 21% gained three or more book levels.

For the Middle and Upper Houses, the Informal Reading Inventory results indicated that a little less than half, instead of 75% of the pupils, were improving in reading at a rate commensurate with the objective. (The distribution was similar to that found in reading projects.) Iowa Tests of Basic Skills results showed that in all but the Upper House, pupils were *not* maintaining pace with the national norming population. Most ILC pupils did not meet the objectives regarding reading and mathematics achievement. Discussions with the project's director and researcher revealed that the achievement objectives were not realistic as designed, and that the desired levels of achievement, and the expectations regarding the numbers of pupils who should reach those levels, needed to be reconsidered.

1973-1974 Informal Reading Inventory (IRI) results showed a decrease from 48% to 32% in the number of pupils reading at the Primer level. On the California Achievement Tests, 68% of the pupils showed increases in their percentile ranks between October and May.

The average daily attendance (ADA) reports from ILC and its four feeder schools were compared. ILC had an ADA of 90.1%, while the four feeder schools averaged 85.5% (ranging from 83.8% to 87.9%). ILC thus exceeded the four feeder schools' combined ADA by 4.6 percentage points even though all children at ILC were bussed from the feeder schools each day.

In the 1972-1973 school year, 45 children's parents received service from the Parent Involvement Program. For the 1973-1974 school year, 102 children's parents received aid in their homes. This increase of 113% exceeded the expected increase of 100%.

1974-1975 *(Preliminary findings) The ILC achievement goals cannot be measured at this stage, since growth scores will be based on posttests scheduled for February (CAT) and April (IRI).*

Attendance figures indicate that ILC exceeds the four feeder schools by 4.4 percentage points, even though all of ILC students are bussed from feeder schools.

The Parent Involvement Program has shown a decline in the number of children serviced. Lower House has begun consulting in homes; Middle House has not yet begun the program. Budget cuts have forced a reduction in the number of parent-consultants from six to four.

It is anticipated that the center staff will be able to identify pupils making significant behavior changes as a result of their experiences in the center. Regular classroom teachers will indicate the pupils' academic growth.

PARTICIPATING SCHOOLS

District 7: Intensive Learning Center

ITINERANT HEARING SERVICE

ADMINISTRATOR: Marechal-Neil E. Young
HEADQUARTERS: 1801 Market Street
TELEPHONE: 448-3456
PBRS CODE: 511-05-501
OPERATING YEARS: 1971-1975
GRADES SERVED: K-12
NO. OF PUPILS: 91
NO. OF SCHOOLS: 158
NO. OF EMPLOYEES: Professional 11, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $128,000, Summer None, Total $128,000
EVALUATION TEAM: Rafe Colflesh

PROJECT DESCRIPTION

Pupils served are hearing-impaired pupils who experience difficulty in communication with resultant defective receptive and expressive language abilities. Needs for receptive language ability include improved use of residual hearing and attaining maximum hearing skills with a hearing aid, learning and improving the skills of lipreading, and understanding vocabulary, language forms, and syntax. Needs for expressive language include development of vocabulary and language-and-syntax forms appropriate to the pupil's experience and level of learning achievement. Additional needs include speech therapy to improve articulation and voice, and basic understanding of primary learning skills and academic subject matter.

The itinerant hearing therapist examines pupils with hearing losses specified in the state standards. These pupils are evaluated for functional hearing and lipreading ability, language development, and progress in learning. Pupils in need of therapy are served twice weekly and are provided with a comprehensive program of therapy fitted to their individual needs.

EVALUATION TECHNIQUES

Systematic observations, questionnaires, and analysis of standardized achievement test scores.

KEY FINDINGS

1971-1972 Two hundred twelve pupils having hearing difficulty received regular services designed to alleviate hearing problems. It was found that some children probably needed resource-room help in regular schools. As a result of this, the Speech and Hearing Office requested two new rooms for hearing-handicapped in elementary schools.

1972-1973 Teacher ratings of pupils' cognitive performance were analyzed to ascertain how many pupils had improved during the treatment period. Of the 123 pupils who were analyzed, 45 with average or lower ratings improved to average or above during their treatment sessions, 15 children who had been rated as performing above average prior to therapy continued at the same level, and 30 children who had average ratings also maintained their same ratings over the treatment period. Thus 90 of the 123 analyzed children maintained or attained average or better ratings by the end of the treatment sessions.

1973-1974 The long-term goal of the Itinerant Hearing Service project is to enable hearing-handicapped pupils to make academic progress in a normal school setting. In 1973-1974 the project was fully implemented according to its stated plan and attained those objectives it was designed to meet. This was evident from observation, analysis of test scores, and results of parent and teacher surveys. Language skills of the treated pupils improved; academic achievement, as perceived by classroom teachers and parents, also improved.

Most impressive, however, were the positive attitudes of parents toward project efforts. Of the 65 parents mailing back questionnaires on their perceptions of their children's progress, all but two took the time to write comments. The comments of 37 parents indicated a high level of satisfaction with the project, and only three parents wrote comments that could be interpreted as indicating dissatisfaction.

1974-1975 *(Preliminary findings) Progress toward attainment of Itinerant Hearing Service objectives is evident. Therapists are providing intensive, individual-based services to improve needed skills among their pupils. Individual records of pupils' progress are kept and remediation is provided in areas of greatest pupil need.*

Pupil testing was conducted and the project was fully implemented in October. The therapists also have located 250 additional school-age pupils needing hearing therapy or diagnosis. A team of two therapists developing the preschool program has secured 50 referrals of very young children, but pilot treatment has not yet been implemented.

Follow-up activities such as clinic referrals and retesting are being instituted. If the early childhood component can overcome its difficulties, all objectives should be met.

PARTICIPATING SCHOOLS

District 1: Barry, Bartram, Belmont, Bryant, Catto, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Read, Rhoads, Sayre, Shaw, Sulzberger, Tilden, University City, Walnut Center, Washington, West Philadelphia, Wilson, Wolf

District 2: Alcorn, Arthur, Audenried, Bache, Barratt, Benson, Bregy, Carver, Childs, Darrah, Douglass, Franklin, Gideon, Kane, Kelley, Landreth, Martin, McDaniel, Meade, Morris, Peirce, Penn, Poe, Reynolds, Sartain, Smith, Stanton, Vare, Vaux, Waring, Wayne

District 3: Bartlett, Bok, Boone, Furness, Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Nebinger, South Philadelphia, Southwark, Spring Garden, Stevens, Stoddart-Fleisher, Vare, Washington, Wister

District 4: Blaine, Blankenburg, Cleveland, Dick, Dobbins, Duckrey, FitzSimons, Gillespie, Gratz, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Miller, Peirce, Pratt-Arnold, Rhodes, Shoemaker, Stanton, Stokley, Strawberry Mansion, Walton, Whittier, Wright

District 5: Brown, Carroll, Clymer, Douglas, Dunbar, Edison, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jones, Kensington, Ludlow, McKinley, Miller, Moffet, Muhr, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Thomas, Wanamaker, Welsh, Willard

District 6: Dobson, East Falls, Emlen, Fulton, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Picket Roosevelt, Steel, Widener, Wister

Dsitrict 7: Bethune, Intensive Learning Center, Pennsylvania Advancement, Smedley, Stearne, Taylor

LEARNING CENTERS

ADMINISTRATOR: Lore Rasmussen
HEADQUARTERS: Durham School
TELEPHONE: 732-3204
PBRS CODE: 511-02-541
OPERATING YEARS: 1966-1975
GRADES SERVED: PK-12
NO. OF PUPILS: 1,890
NO. OF SCHOOLS: 10
NO. OF EMPLOYEES: Professional 22, Paraprofessional 1, Clerical 1
CURRENT BUDGET: Regular $365,000, Summer $15,000, Total $380,000
EVALUATION TEAM: Ethel Goldberg, Joseph Meade

PROJECT DESCRIPTION

The Learning Centers project is currently comprised of three parts which perform services either to children directly, to teachers, to schools, or to the parent community. They are held together by a common philosophy of individualizing instruction in a non-authoritarian, richly stimulating environment.

Learning Center Laboratories are located in 10 Title I schools widely scattered throughout the city. Most of these are single rooms organized and equipped primarily to entice and engage children in applied mathematics, science, and logic through carefully selected learning aids, professional tools, games, and play activities from which discoveries can be made. These are organized and communicated (orally or in writing) under the direction of a specially trained teacher.

All teachers are in continuous in-service training; parents are prominent participants; older children teach younger ones; the children use the whole community as a resource; all learning is interrelated without fixed timetables; noncoercive respect replaces a multitude of rules; grades are replaced by individual child appraisal; goals are set by the individual child and the teacher cooperatively.

Teacher-Parent Center, located at the Durham School, provides professional, paraprofessional, and parent skill-development sessions on released-time and volunteer-time bases. The T-P center conducts whole-day and half-day workshops on the making of educational aids and classrom facilities, and on open-classroom teaching and tutoring techniques. The main goal of the center is to help participants assume the roles of guides and motivators in providing a stimulating learning environment for their children.

Learning Center Headquarters provides enrichment, planning help, subject-matter consultation, curriculum writing, and idea coordination for poverty-area parents, teachers, and administrators who desire help in the pedagogical approach in "open classroom" organization. The headquarters also helps many Title I staffs find, collect, and/or write curricular materials oriented to the urban environment.

EVALUATION TECHNIQUES

Survey, questionnaire, and descriptive techniques; comparison of attitudes, self-image, and progress in language arts over a year's involvement in the project.

KEY FINDINGS

1966-1968 Principals indicated that the greatest changes were seen in language development. Improved interaction between teachers and pupils was observed, which led to increased pupil involvement in learning.

1968-1969 Pupils attending LC showed better problem-solving ability than a comparison group. LC pupils were more goal-oriented, more able to cope with problems, and more able to produce a variety of solutions to open-ended problems.

1969-1970 Substantial progress was found to have been made in reading skills. A few children were judged to have equaled or surpassed the reading level found in the regular classes. Only one pupil remained at pre-primer level. Enthusiasm for reading was readily evident within the classroom.

The existence and operation of the supplementary centers were supported by a substantial majority of the teachers whose pupils used them. Five of the six centers were directly related to the learning strategies furthered by the project and were seen to be of more potential value to classroom teachers than was realized because many times the teacher was not able to attend with her pupils.

1970-1972 Results of a two-year longitudinal study of the Durham Learning Center:

In only two of 10 school characteristics compiled districtwide was Durham similar to average conditions in District 2. The rate of teacher absence and faculty racial distribution were about at the average for the district.

In comparison with usual conditions in the district, Durham's school and average class sizes were small, faculty turnover and pupil mobility were low, and teacher experience was high. Durham used few substitutes provided by the district, had a lower proportion of black pupils, and had a slightly lower attendance rate than most schools in the district.

In most grades, but not all, the reading achievement was higher than the district norms. The differences in achievement by grade level were stable over two years and appeared to be related to selection of students. Some grades had better students than others, and with such small numbers of students these differences were more evident than in larger schools.

1972-1973 Comparisons of the percentage of students above the national median or below the national 16th percentile (California Achievement Tests) showed good improvement, except for one grade at Durham. From 1972 to 1973, four of five grades improved in both categories. The fifth grade declined on both indices and showed almost no gain in reading over the previous year's group average.

1973-1974 The project's objective to have pupil attendance in the LC laboratories rank above their respective districts was met in three of eight laboratories during three sample months. In an additional study, however, LC laboratory attendance was found on the average to be greater than both total-school attendance and attendance of selected same-school comparison groups.

On the Language, Reading, and Mathematics subtests of the CAT-70, the project's objective to have the average LC pupil exceed the respective district average was met in 18 of 45 comparisons. Further investigation revealed that pupils in the two self-contained LC laboratories exceeded the district average in each comparison that was made.

1974-1975 *(Preliminary findings) Interim observations indicate that LC labs are making progress toward the attainment of project objectives. In the 10 LC labs organized primarily for the discovery-oriented, problem-solving approach, progress seemingly was made toward increasing pupils' problem-solving abilities. In nine LC labs, pupils seemed to have made progress toward increasing their concept-formation skills in mathematics and science. Observed activities including newspaper reporting, panel discussions, audiotaped radio programs, and play acting should result in increased oral and written communication skills of pupils in four LC labs.*

The Teacher-Parent Center has conducted many well-received staff-development sessions. The LC headquarters continues to provide a wide variety of consulting services for target-area administrators.

PARTICIPATING SCHOOLS

District 1:	McMichael, Rhoads
District 2:	Douglass, Peirce
District 3:	Jackson
District 4:	Peirce, Strawberry Mansion, Wright
District 5:	Clymer
District 6:	Widener

MEET THE ARTIST

ADMINISTRATOR: Jack Bookbinder
HEADQUARTERS: Room 513, 21st Street and Parkway
TELEPHONE: 448-3273
PBRS CODE: 511-02-513
OPERATING YEARS: 1974-1975
GRADES SERVED: 4-12
NO. OF PUPILS: 27,500
NO. OF SCHOOLS: Public 70, Nonpublic 29, Total 99
NO. OF EMPLOYEES: Professional 0, Paraprofessional 0, Clerical 1
CURRENT BUDGET: Regular $18,000, Summer $11,000, Total $29,000
EVALUATION TEAM: Louis Scheiner, Fleta Waters*

PROJECT DESCRIPTION

This project has two component programs. The experiences which they offer are not available to the students through any other source. An experiential background that will motivate learning is one of the documented special needs of educationally deprived children; these programs are designed to help meet this need.

Artist at Work. Students living in target areas tend not to have access to experiences which would enable them to appreciate the creative arts. This program brings to the school auditorium an artist of prominence to demonstrate the process of creating a work of art. The artist demonstrates onstage for approximately 45 minutes and spends the remainder of the time visiting classrooms. During the demonstration and discussion, concepts and vocabulary are developed and reinforced.

Artist to Artist. This program, in cooperation with the Philadelphia Art Alliance, makes it possible for children from Title I schools who are talented in art to meet in seminars with America's distinguished painters and sculptors, on Friday afternoons, for 15 two-hour sessions.

EVALUATION TECHNIQUES

An observational checklist is used to verify, on a sampling basis, visits by the artists, their 45-minute live demonstrations to the entire school, follow-up in individual classrooms, reactions of children and staff.

KEY FINDINGS

1974-1975 *(Preliminary findings) The Artist at Work component of the Meet the Artist project is in full operation in target-area schools. During a 45-minute period, fourth-, fifth-, and sixth-grade pupils* *meet and converse with a well-known artist from the Philadelphia area. During this meeting, the children are exposed to the artist's work through the observation of samples on display as well as through witnessing the artist in action actually producing a painting. Both pupils and teachers feel that the Artist at Work component is beneficial. The Artist to Artist component will be implemented in January 1975.*

The objective for Meet the Artist project has been attained thus far.

PARTICIPATING SCHOOLS

District 1: Barry, Bryant, Daroff, Drew, Dunlap, Hamilton, Holmes, Huey, Lea, Locke, McMichael, Mitchell, Morton, Washington, Wolf
District 2: Arthur, Bache, Benson, Bregy, Carver, Childs, Darrah, McDaniel, Meade, Morris, Reynolds, Sartain, Smith, Stanton, Wayne
District 3: Boone, Jackson, Jefferson, Key, Nebinger, Southwark, Spring Garden, Washington
District 4: Blaine, Blankenburg, Cleveland, Dick, Hanna, Heston, Hill, Kenderton, Peirce, Wright
District 5: Brown, Carroll, Clymer, Dunbar, Harrison, Hartranft, Ludlow, Miller, Moffet, Sheppard, Welsh, Willard-Powers
District 6: Dobson, East Falls, Emlen, Fulton, Pennell, Steel, Wister
District 7: Bethune, Pennsylvania Advancement, Stearne

Nonpublic: Cathedral, Corpus Christi, Hallahan, Most Precious Blood, Our Lady of Victory, Our Mother of Sorrows, Roman Catholic, St. Agatha, St. Anthony, St. Bridget, St. Carthage, St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis de Sales, St. Gabriel, St. Gregory, St. Ignatius, St. Ludwig, St. Mary, St. Malachy, St. Paul, St. Peter Claver, St. Philip Neri, St. Stephen, St. Vincent de Paul, West Philadelphia Catholic Boys High, West Philadelphia Catholic Girls High

MOTIVATION

ADMINISTRATOR: Rebecca Segal
HEADQUARTERS: Room 318, 21st Street and Parkway
TELEPHONE: 448-3619
PBRS CODE: 511-04-555
OPERATING YEARS: 1966-1975
GRADES SERVED: 10-12
NO. OF PUPILS: 4,600
NO. OF SCHOOLS: 10
NO. OF EMPLOYEES: Professional 36½, Paraprofessional 9½, Clerical 12
CURRENT BUDGET: Regular $882,000, Summer $12,000, Total $894,000
EVALUATION TEAM: Stuart Hoffman

PROJECT DESCRIPTION

Participants are selected at the end of ninth grade. Then, each school week for the next three years, in regular classes or in after-school tutorials, they receive approximately 10 extra hours of a combination of English, mathematics, physical science, and social science courses. Also, they attend various concerts, art galleries, and plays.

In addition, the students receive counseling, psychological, and psychiatric services to help them overcome emotional problems detrimental to academic achievement.

Because advancement of the student's emotional and academic performance can be hindered by problems at home, parents are involved in the program. They are told the reasons for their child's participation, encouraged to establish an atmosphere at home conducive to their child's education, and invited to participate in many of the after-school activities of the project.

EVALUATION TECHNIQUES

Comparisons of gains in general English, mathematics, vocational aspirations, and educative abilities over the period of exposure; follow-up descriptive analysis of graduates' activities.

KEY FINDINGS

1966-1967 Students in the project showed improved classroom performance, improved verbal and nonverbal functioning, raised occupational and educational aspiration levels, greater expectations of success, and a reduced dropout rate.

1967-1968 Students in the project showed improvement in basic skills and a positive attitude toward going to college. It was reported that there was an increase in the number of students applying for and being accepted into college and that parental involvement was improved.

1968-1969 Students in the project achieved higher initial test scores (SCAT) than nonparticipating students. However, posttesting showed that very little gain was made over initial scores. Some students did show meaningful increases in language and arithmetic skills.

Of the graduates returning the 1968 follow-up questionnaire, 81% were attending a college or university, 18% were employed, and 1% were neither employed nor attending college. The graduates considered the most essential aspects of the program to be the cultural activities, the enriched curriculum, and the college visits.

1969-1970 Participating students showed higher vocational aspirations than nonparticipants. The longer students participated in the program, the higher their vocational aspirations were likely to be.

There was some evidence that the Motivation program improved the students' attitudes toward school and learning. This effect was not noted in the individual schools, but was dependent on the combined effects of all participating schools.

1970-1971 The activities of the project encouraged students to seek post-high-school education. In equal samples, approximately twice as many Motivation as non-Motivation students (with similar IQs and academic backgrounds) were accepted into colleges and other post-high-school programs. Motivation students had higher attendance rates and fewer latenesses than non-Motivation students.

1971-1972 Monitoring indicated that participating students were encouraged and involved in the seeking of post-high-school education. Each school reported that many of its students had been accepted in local colleges or universities (Cheyney, University of Pennsylvania, Temple), and that other applications were pending in out-of-state locales. Reports from all schools further revealed that Motivation students attended a variety of cultural events.

1972-1973 Parents of Motivation students were involved in the program at every school. Each school provided some type of remedial tutoring, varying numbers of guest speakers, and curriculum enrichment either during or following the school day. While adhering to the general guidelines of the project, each school adapted the program to conform to its specific constraints and needs.

Tutoring in mathematics and English was available at all sites. Some schools expanded offerings to include history, science, and languages. Of 161 randomly selected students who were tutored at six schools, 82 (51%) improved their grades, 9 (6%) declined, and 70 (43%) showed no change.

1973-1974 A group of 95 tenth graders who were selected for the project but attended a non-Title I school during FY 1973-1974 had an average grade-equivalent (GE) total Reading score of 9.6 on the California Achievement Tests. A similar group of students who participated in the Motivation project in 1973-1974 had an average GE of 10.1 on the same test. Motivation students achieved on the average one-half year better in reading than a similar group of nonparticipating students--a statistically significant difference.

1974-1975 *(Preliminary findings) Motivation project coordinators are implementing the project as in previous years. Students attend extra classes, attend cultural events, are applying to colleges and universities, and are receiving extra counseling. However, there is less tutoring in the project this year.*

PARTICIPATING SCHOOLS

District 1: Bartram, University City, West Philadelphia
District 2: Franklin, Penn
District 3: Bok, South Philadelphia
District 4: Gratz
District 5: Edison, Kensington

MULTIMEDIA CENTER

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 511-06-615
OPERATING YEARS: 1968-1975
GRADES SERVED: K-12
NO. OF PUPILS: Nonpublic 9,063
NO. OF SCHOOLS: 47
NO. OF EMPLOYEES: Professional 0, Paraprofessional 1, Clerical 4
CURRENT BUDGET: Regular $99,000, Summer $12,000, Total $111,000
EVALUATION TEAM: Marion Kaplan, Carrolyn Iwamoto*

PROJECT DESCRIPTION

The Multimedia Center extends the capability of the members of the staff in many projects by providing them with materials and techniques that increase the reality of the concepts they are developing by the use of various combinations of materials with a multisensory approach. Materials include films, filmstrips, records, tapes, transparencies, etc., chosen on the basis of the objectives of each of the projects the center supports.

The center and its facilities are utilized by the staffs of Title I projects in operation. In-service training is provided for the teachers in these schools as well as the staff members (teachers and aides) in the Parent School Aides, Improvement of Reading Skills, Summer Readiness, Individualized Education Center, and Cultural Experiences projects.

Software is housed in the center and is made available to all participating schools on a library-lending basis. Catalogs of available software and equipment are located in the participating schools. The center furnishes such supportive services for Title I projects as circulation of software among project staffs, provision of consumable audiovisual materials, repair and maintenance of equipment in the schools, and in-service training of staff and faculty.

EVALUATION TECHNIQUES

Checklist, observations, survey, and interviews.

KEY FINDINGS

1968-1969 Project established relationships with 41 elementary schools. Center was organized and lending procedures established. Preliminary in-service courses were begun.

1969-1970	Internal evaluation conducted by project personnel. No formal report prepared.
1970-1971	A reservoir of audiovisual materials was housed in the MMC, readily available and in proper working condition. The check-out system was found to be accurate. Of 52 schools, 32 were visited for in-service courses. Utilization records revealed that integration between the classroom curriculum and learning materials housed in the MMC was taking place.
1971-1972	A survey of teachers, principals, and coordinators from all 52 participating schools revealed that MMC had established a reservoir of audiovisual materials related to the instructional needs of the pupils served. Highly positive ratings were attained by the project with respect to its in-service training program and supportive services considered prerequisite to the attainment of instructional goals.
1972-1973	The MMC circulated 1,643 pieces of equipment weekly, biweekly, monthly, or semiannually. Additionally, 1,813 pieces were housed permanently in 53 inner-city schools. The evaluation form, Assessment of Services, was completed by the principal of each of the 53 participating schools. The ratings generally ranged from good to superior on all aspects of the operation of the MMC.
1973-1974	Teachers in the participating schools appeared to make full use of the 1,719 items available for circulation. The records indicated that in addition to being circulated, materials were also being used by several teachers within individual schools. However, during the year, only approximately half of the 16,231 requests were filled as materials became available. This finding tends to indicate that if a greater number of the most frequently requested materials were stocked, more requests could be filled and greater integration of the materials in classroom instruction might be possible.
1974-1975	*(Preliminary findings) Records of the Multimedia Center indicate that the center is providing the materials, equipment, maintenance services, and training requested by the participating schools to help them meet the curricular needs of their students.*

PARTICIPATING SCHOOLS

Nonpublic: Archbiship Ryan, Cathedral, Corpus Christi, Gesu, Immaculate Conception "A", Immaculate Conception "B", Mercy Technical, Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of Rosary, Our Lady of Victory, Our Mother of Sorrows, Sacred Heart, St. Agatha, St. Anne, St. Anthony, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, St. Gregory, St. Ignatius, St. Ludwig, St. Malachy, St. Mary Eternal, St. Mary Interparochial, St. Michael, St. Paul, St. Peter Apostle, St. Peter Claver, St. Philip Neri, St. Rita, St. Rose of Lima, St. Stephen, St. Veronica, St. Vincent de Paul, Transfiguration, Visitation

OUT-OF-SCHOOL SEQUENCED SCIENCE EXPERIENCES

ADMINISTRATOR: Fred M. Hofkin
HEADQUARTERS: Room 319, 21st Street and Parkway
TELEPHONE: 448-3325
PBRS CODE: 511-02-653
OPERATING YEARS: 1967-1975
GRADES SERVED: 6
NO. OF PUPILS: Public 700, Nonpublic 420
NO. OF SCHOOLS: 27
NO. OF EMPLOYEES: Professional 0, Paraprofessional 0, Clerical 0
(Instructional personnel provided by Franklin Institute)
CURRENT BUDGET: Regular $38,000, Summer None, Total $38,000
EVALUATION TEAM: Ethel Goldberg

PROJECT DESCRIPTION

A sixth-grade class of black children from one school is paired with a sixth-grade class of white children from another school for science experiences at the Franklin Institute, a community resource rich in facilities and equipment not available in their schools. The paired children meet together for a full day per week for a six-week cycle. Each weekday, a different pair of schools participates, thereby involving 10 schools per week. The program operates for four cycles per year, thus involving 40 schools and 40 teachers.

The project is designed to promote the knowledge and understanding of selected basic concepts of biological and physical sciences as they pertain to the pollution of our environment (air, water, and land). In addition, the project attempts to encourage interchange of ideas and cooperative work between classmates of different races, national backgrounds, and religions. It is believed that this may help to decrease social isolation and promote understanding among children from different ethnic backgrounds.

Students engage in inquiry-based workshop activities and are encouraged to investigate basic science concepts related to air and water pollution and waste disposal. These sessions are followed by a developmental period in which the children derive concepts and principles based on their workshop experience. Children have lunch together and travel together to visit and study municipal installations dealing with urban environmental problems.

EVALUATION TECHNIQUES

Participating and nonparticipating pupils are compared with respect to achievement in the physical sciences (Science Achievement Test) and attitudes toward ethnic groups other than their own. Systematic monitoring is conducted to determine if the project is operating as designed.

KEY FINDINGS

1967-1969	Participating pupils obtained significantly higher scores on a science achievement test than nonparticipants. No measurable differences in attitudes toward individuals of other ethnic and/or religious background were obtained.
1969-1970	Participating pupils tended to attain higher scores than nonparticipants on a science achievement test. Low-ability participants consistently excelled their nonparticipating counterparts.
1970-1971	Participating pupils demonstrated knowledge and understanding of basic concepts of physical science. Their mean score on the Science Achievement Test for the two 1970-1971 cycles was significantly higher than the mean score of the previous two years' nonparticipant comparison groups.
1971-1972	The conditions considered essential for the attainment of objectives were consistently provided in the morning phase of the project. They were not consistently fulfilled in the extended afternoon program involving field trips. Students made significant gains in science achievement as measured by a locally developed test. Changes in student attitudes were not detected by use of the instrument "Six American Twins on a Bus." The project seemed to provide the environment and opportunity for the social goal to be attained rather than guaranteeing complete attainment.
1972-1973	The lessons, materials, and field trips occurred as planned, with some adjustments resulting from the interruption of the school year. The cognitive gains from pretest to posttest were significant, indicating that science learning did occur. Constructive interaction between the children from the paired schools was observed and the teachers felt that this was a valuable experience.
1973-1974	A six-category, 27-item, criterion-referenced science-mastery test was administered to pupils before and after their participation in the project. Their mean gain of 4.7 points from pretest to posttest indicated that this year, as in previous years, the project effectively communicated science information. Significant increases in pupil mastery of the separate subtests further substantiated the conclusion that the project had attained its objective of improving pupils' knowledge and understanding of some basic biological and physical science concepts.

Data regarding attitudes were gathered by means of two locally developed instruments: an observational checklist on pupil verbal and nonverbal social interaction, and a home-school teacher questionnaire. Evaluators found that 20 of the 25 observed pupils interacted with pupils from the paired (culturally different) school and that most of these interactions were positive. In 17 of 18 verbal interactions and in 19 of 29 nonverbal interactions, pupils worked cooperatively, openly expressing their feelings and accepting the feelings of others. Responses of the home-school teachers to questions pertaining to pupil involvement and interaction in project activities generally agreed with the evaluators' findings, namely, that the project was indeed fostering an active interchange of ideas and experiences and an attitude of cooperation between pupils of different ethnic backgrounds.

1974-1975 *(Preliminary findings) Data from the observational instruments, teacher questionnaire, and informal monitoring by the evaluator give preliminary indications that the paired-school science project's three objectives are being met. Items from the project-specific observational checklist and teacher questionnaire concerning the cognitive input of the project indicate that the project is promoting improved knowledge and understanding of basic concepts of biological and physical science. A science mastery test, especially developed to measure learning occurring at the Institute, will be administered during the year's third cycle to supplement the observational data.*

The highly positive results of the social interaction observational checklist indicated that the project's goal of promoting the active interchange of ideas and the attitude of cooperative work relationships between classmates of different ethnic and religious backgrounds was being met.

The creation by the Franklin Institute instructors of science lab sheets and follow-up worksheets for the pupils tailored to each week's workshop experience helped meet the project's third objective of providing a learning environment in which students are encouraged to improve their language-arts and mathematics skills. The work sheets required the pupils to use their mathematics skills to solve math-based science problems, and their language skills to verbally conceptualize the experiential knowledge they had gained in their workshop experiments.

PARTICIPATING SCHOOLS

District 1: Daroff, Dunlap, Powel
District 2: Kelley, Morris, Smith

District 3: Hawthorne, Nebinger, Southwark
District 4: Peirce, Stanton, Walton
District 5: Ferguson, Miller, Thomas
District 6: Dobson, East Falls, Steel
District 7: Pennsylvania Advancement, Stearne, Taylor

Nonpublic: Immaculate Conception, St. Boniface, St. Bridget, St. Edward, St. Gabriel, St. Veronica

PENNSYLVANIA ADVANCEMENT SCHOOL

ADMINISTRATOR: James H. Lytle
HEADQUARTERS: 3rd, 4th, 5th floors, Fifth and Luzerne Streets
TELEPHONE: BA 6-4654
PBRS CODE: 511-03-585
OPERATING YEARS: 1967-1975
GRADES SERVED: 5-8
NO. OF PUPILS: 800
NO. OF SCHOOLS: 1
NO. OF EMPLOYEES: Professional 7, Paraprofessional 27, Clerical 3
CURRENT BUDGET: Regular $285,000, Summer $10,000, Total $295,000
EVALUATION TEAM: Jay Yanoff

PROJECT DESCRIPTION

This project aims to increase attendance, decrease inappropriate behaviors, improve proficiency in basic skills (reading and mathematics), and develop critical thinking and decision-making skills among underacting, recalcitrant, discouraged, or negative junior high school students.

An internal school for 360 students is maintained in which the program stresses concepts of "open" education, which may be suitable for urban middle and junior high school students. The model adapts practices common to both elementary and secondary grade levels.

Procedures are generated to disseminate and diffuse programs to other Title I middle and junior high schools. Teams of planners (pupils and teachers) work in two Title I schools where they design model programs for replication elsewhere.

EVALUATION TECHNIQUES

Questionnaires, observational instruments, parent interviews; committee of experts (McClellan Committee) convened in 1969-1970.

KEY FINDINGS

1967-1968 Formative evaluation conducted by the project director.

1968-1969 PAS did not influence pupil attitudes, self-images, or basic skill achievement as measured by local instruments and Iowa tests. Positive findings were reported in terms of pupil motivation to learn.

1969-1970 See Report of the McClellan Committee.

1970-1971 Resident evaluator's report available through Office of Research and Evaluation. Consultant's report on internal program revealed some administrative difficulties.

1971-1972 The overall attendance at PAS remained essentially the same over the preceding two years. Improved attendance reported in one year (a reduction of days absent from 9.1 to 7.3) was offset by increased absence (9.7 to 10.5 days) in the other.

Information dealing with improved proficiency in basic skills may be obtained from the project director. Teacher behaviors conducive to pupil achievement were frequently observed in PAS classrooms.

Dissemination to other Title I schools in the PAS external program was proceeding.

1972-1973 The Reading, Arithmetic Problem Solving, and Arithmetic Concepts subtests of the Iowa Tests of Basic Skills were administered as pretests and posttests to random samples of pupils in the three PAS programs (N=402) and to a comparison sample of pupils (N=314) from the corresponding schools' regular programs. Pretest percentile ranks corresponding to the average grade-equivalent scores ranged from 5 to 21 in Reading, and from 4 to 17 in Arithmetic. Similarly, posttest percentile ranks of average GE scores ranged from 4 to 14 in Reading and from 3 to 12 in Arithmetic. There were no statistically significant differences among the groups' changes in achievement scores. All the groups decreased their percentile-rank standing. The PAS pupils did not improve as desired: they neither made significant improvement nor exceeded the comparison group's changes.

1973-1974 California Achievement Tests were administered to all students in the Internal and Residential programs and to the comparison students as part of the citywide testing program in December and May. Comparisons of class mean scores indicated that PAS students performed as well as the comparison students in total reading and mathematics at the seventh- and eighth-grade levels. Individual student growth was tabulated for 456 students who had taken both the pretest and the posttest. Results indicated that between testings 68% of the students increased their national percentile rank in reading and 70% increased in mathematics. At all grade levels (Grades 5-8) the number of students scoring below the national 16th percentile decreased by 7% between testings.

The Informal Reading Inventory was administered to all PAS students in October and May. Of the 629 students tested, 57% showed improvement, 11% showed a decrease, and 32% showed no change in reading level. Seventy-five percent of the teams had students improve in reading sufficiently to match their grade-level placement.

1974-1975 *(Preliminary findings) When the Title I Review Council significantly reduced the PAS 1974-1975 budget, PAS was compelled to eliminate its External Program. Therefore, none of the External Program objectives in the original application can be tested.*

In the Internal Program, results of the February citywide testing program will indicate the status of achievement for 1974-1975.

Early results on writing samples provide baseline data for comparison with end-of-year findings. Individual student samples are presently being scored.

The PAS average daily attendance rate thus far exceeds that of the feeder schools, Cooke and Stetson, by more than 11 percentage points. This exceeds the 10% expected difference.

The project's staff development exceeded the stated objective before December 1974; however, staff development will continue throughout the current school year.

PARTICIPATING SCHOOLS

District 7: Pennsylvania Advancement School

SCHOOL-COMMUNITY COORDINATOR

ADMINISTRATOR: George Green
HEADQUARTERS: Room B-3, Stevens School
TELEPHONE: MA 7-1282
PBRS CODE: 511-17-505
OPERATING YEARS: 1966-1975
GRADES SERVED: PK-12
NO. OF PUPILS: Public 66,500, Nonpublic 9,000
NO. OF SCHOOLS: 155
NO. OF EMPLOYEES: Professional 4, Paraprofessional 217, Clerical 2
CURRENT BUDGET: Regular $2,098,000, Summer $19,000, Total $2,117,000
EVALUATION TEAM: Louis Scheiner, John Ready, Fleta Waters

PROJECT DESCRIPTION

One School-Community Coordinator is assigned to each elementary school, and two to each secondary school, in the target area. The coordinators perform the following functions and activities:

Visit pupils' homes for a specific purpose desiring to strengthen the pupil's home life;

Communicate by letter and/or telephone;

Build a resource file of particular parent talents which might be used in the school enrichment program;

Tactfully assist parents in improving the physical conditions in their homes which might affect the study and learning habits of pupils;

Arrange orientation meetings at school or in the community for parents whose children are scheduled to begin school;

Hold conferences for parents and school personnel in homes, community, or school to discuss problems of common concern;

Conduct community tours and discussions for individual members or groups of school staffs;

Build a resource file of community agencies and individual community leaders.

EVALUATION TECHNIQUES

Surveys and questionnaires to SCCs, parents, principals, teachers, and others.

KEY FINDINGS

1966-1967 SCC was instrumental in keeping school and community informed of each other's programs, encouraging cooperation, and promoting better understanding between the two groups.

1967-1968 In schools where the SCC concept was accepted, progress was made; where lack of acceptance existed, progress and success seemed to be related to a poor definition and communication of SCC's role.

1968-1969 Parents visited by the SCC became more knowledgeable about the school. Responses from school personnel and SCCs indicated that the primary role of the SCC should be to involve the community in school programs and affairs.

1969-1970 Community Resident Questionnaire indicated that 71% of the respondents had met with school-community coordinators; 23% of the respondents became more actively involved in community affairs as a result of contact with school-community coordinators; 63% felt that the school and community should have greater interaction.

On a corresponding School Staff Questionnaire, 70% of the respondents indicated that they felt there was enough school-community participation. This difference in perception between school personnel and parents was indicative of a need for additional effort.

1970-1971 Direct observations and interviews with coordinators and principals confirmed widespread use of the coordinators for tasks facilitating the exchange of information and participation between school and community.

1971-1972 Direct observation of coordinators and interviews with principals, parents, and community workers indicated SCC to be one of the more successful ESEA Title I projects. The degree to which the project was successful depended largely on the school level. In most elementary schools the SCCs had become integral and necessary members of the school staffs, performing a vital role for both school and community. This was not quite the case in the junior and senior high schools. In a number of high schools (more senior than junior) the SCCs had not been able to establish themselves as community resource persons for all members of the faculty, nor had they been able to make significant headway in the community. This was due to the impersonal nature of the high school rather than to any lack of effort on the part of the coordinators. Modifications would be needed in the SCC project if it were to be as effective in high schools as it had been in elementary schools.

1972-1973 The majority of principals and teachers interviewed during the school year indicated that the SCC project was serving a necessary function in the schools. The highest proportion of school personnel responding favorably to the project was in elementary schools, and the lowest proportion was in senior high schools. These findings cross-validated the 1970-1972 survey data which had indicated the project to be most effective in realizing its goals in elementary schools, and least effective in senior high schools. The inverse relationship between school level and project effectiveness was believed to be due to the project's design (to meet the needs of a self-contained neighborhood-type school) and the larger number of Title I projects found in the elementary school. With elementary schools fitting these characteristics most and senior high schools fitting them least, the high school component of the project might reconsider its goals and procedures in order better to serve Grades 10-12.

1973-1974 The school-community coordinator provided a much needed service to the School District by acting as the communication link and interpreter between the school and the home. The SCC project was fully implemented and all of its stated objectives were achieved. The 202 SCCs were assigned to 153 Title I schools. The average SCC made 75 home visits per month, sponsored at least one cluster meeting per month for parents, attended all faculty meetings and at two or more of these meetings discussed the needs of the children and of the community, attended at least two community meetings per month to keep abreast of community needs, and developed at least one written communication per month to inform the community about school activities and to encourage its participation in these activities. The SCC also evaluated lunch-program applications to determine which children were eligible for free or reduced-price lunches in the school.

1974-1975 *(Preliminary findings) Findings from the monthly logs indicate that the SCCs have met all project objectives pertaining to them.*

Interviews with principals and SCCs have verified that SCCs have assisted parents in filling out the application for the free and reduced-price lunch program.

Interviews with area coordinators, and findings from monthly activity logs kept by them, indicate that they monitor the SCCs on a monthly basis and assist the SCCs when requested. Area

APPENDIX

coordinators averaged 25 consultative visits to SCCs per month. The area coordinators also serve as an invaluable resource to school and district administrators by serving as the communication link between the school and community and local organizations. Thus, area coordinators have achieved their objective.

PARTICIPATING SCHOOLS

District 1: Barry, Bartram, Belmont, Bryant, Catto, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Rhoads, Sayre, Shaw, Sulzberger, Tilden, University City, Walnut Center, Washington, West Philadelphia, Wilson, Wolf

District 2: Alcorn, Arthur, Audenried, Bache, Barratt, Benson, Bregy, Carver, Childs, Darrah, Douglass, Franklin, Gideon, Kane, Kelley, Landreth, McDaniel, Martin, Meade, Morris, Peirce, Penn, Poe, Reynolds, Sartain, Smith, Stanton, Vare, Vaux, Waring, Wayne

District 3: Bartlett, Bok, Boone, Furness, Hawthorne, Jackson, Jefferson, Kearny, Key, Kirkbride, Meredith, Nebinger, South Philadelphia, Southwark, Spring Garden, Stevens, Stoddart-Fleisher, Vare, Washington, Wister

District 4: Blaine, Blankenburg, Cleveland, Dick, Dobbins, Duckrey, FitzSimons, Gillespie, Gratz, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Miller, Peirce, Pratt-Arnold, Rhodes, Shoemaker, Stanton, Stokley, Strawberry Mansion, Walton, Whittier, Wright

District 5: Brown, Carroll, Clymer, Douglas, Dunbar, Edison, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jones, Kensington, Ludlow, McKinley, Miller, Moffet, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Wanamaker, Welsh, Willard

District 6: Dobson, East Falls, Emlen, Fulton, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Pickett, Roosevelt, Steel, Widener, Wister

District 7: Bethune, Intensive Learning Center, Pennsylvania Advancement, Smedley, Stearne, Taylor

SPEECH AND HEARING

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-3033
PBRS CODE: 511-06-720
OPERATING YEARS: 1969-1975
GRADES SERVED: K-12
NO. OF PUPILS: 1,258
NO. OF SCHOOLS: 65
NO. OF EMPLOYEES: Professional 10, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $126,000, Summer $9,000, Total $135,000
EVALUATION TEAM: William Loue

PROJECT DESCRIPTION

The Speech and Hearing project is designed to enable children with speech and hearing problems to function more effectively in the regular classroom.

Fully qualified speech therapists are assigned to groups of schools within the target area. From the school population each therapist selects children to participate according to the following priorities: (a) older and more severe cases; (b) younger children whose speech is unintelligible; (c) children with organic disorders (cleft palate, hearing loss, central nervous system disorder, etc.).

Each therapist is assigned a case load of approximately 100 children. The children are met in groups of 4 or 5 once or twice weekly for activities designed to correct individual defects. The sessions are approximately 30 minutes in length.

EVALUATION TECHNIQUES

Templin-Darley Screening and Diagnostic Tests of Articulation, Defective Articulation Summary form, Stuttering Evaluation form, tape recordings of speech samples.

KEY FINDINGS

1969-1970 Evaluation was conducted by the project director; final report available from the Coordinator of Nonpublic School Projects.

1970-1971 Evaluation was conducted by project director.

1971-1972 Templin-Darley test scores of the 1,111 pupils receiving therapy gained an average of 6 points. Of 978 defective articulation cases, 14% were corrected and another 4% improved; of 133 stuttering cases, 12% were corrected.

1972-1973 End-of-year ratings of the stuttering children showed that 72% had improved, 19% had remained the same, and 0.7% had regressed; 8.3% received no rating.

Therapist ratings of the defective articulation cases were as follows: 23% corrected, 5% dismissed as improved, 7% dropped, and 64% continued (99% total due to rounding).

Therapist ratings of the stuttering cases were as follows: 22% corrected, 27% dropped, and 51% continued.

In each category of speech defects, the therapist ratings were beyond the expectations set by the project director.

1973-1974 The difference between mean pretest and posttest scores for each of eight therapist samples and the gain for the combined sample between the pretest and posttest were all found to be statistically significant at the .05 level. Thus the objective of correcting the defective sounds of project participants was attained.

On the project's Stuttering Evaluation form, the therapist's ratings showed an 80% improvement rate for project participants. Thus the objective of having a 70% improvement rate was exceeded.

Using the project's Defective Articulation Summary form and Stuttering Evaluation form, clinic therapists rated 30% of the defective articulation pupils and 23% of the stuttering pupils "corrected." Thus the objective of correcting 20% of the defective articulation children and 15% of the stuttering children was exceeded.

1974-1975 (Preliminary findings) The Speech and Hearing project, with the exception of the vacant hearing-specialist position, is functioning at midyear according to proposal guidelines. All indications would substantiate the assertion that the project will be successful in attaining its stated objectives.

PARTICIPATING SCHOOLS

Nonpublic: Ascension, Cathedral, Christ the King, Corpus Christi, Epiphany, Gesu, Good Shepherd, Hallahan, Holy Name, Immaculate Conception "A", Mater Dolorosa, Maternity of BVM, Most Blessed Sacrament, Most Precious Blood, Nativity, Our Lady of Calvary, Our Lady of Holy Souls, Our Lady of Lourdes, Our Lady of Mercy, Our Lady of Ransom, Our Lady of Victory, Our Mother of Sorrows, Resurrection, Roman Catholic, Sacred Heart, St. Agatha, St. Ambrose, St. Anne, St. Bartholomew, St. Bernard, St. Bonaventure, St. Callistus, St. Cecelia, St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, St. Gregory, St. Helena, St. Hugh, St. Ignatius, St. Jerome, St. Joachim, St. Joan of Arc, St. Katherine of Siena, St. Ludwig, St. Malachy, St. Martha, St. Martin of Tours, St. Mary Eternal, St. Matthew, St. Michael, St. Monica, St. Nicholas of Tolentine, St. Peter Apostle, St. Peter Claver, St. Philip Neri, St. Rita, St. Thomas Aquinas, St. Veronica, Transfiguration, Visitation

SPEECH-THERAPY CLINICS

ADMINISTRATOR: Margaret Reilly
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-3033
PBRS CODE: 511-05-594
OPERATING YEARS: 1968-1975
GRADES SERVED: 1-12
NO. OF PUPILS: 92
NO. OF SCHOOLS: 9 Clinics (8 Locations)
NO. OF EMPLOYEES: Professional 11, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $15,000, Summer None, Total $15,000
EVALUATION TEAM: William Loue

PROJECT DESCRIPTION

Clinics, each staffed by a qualified speech and hearing therapist, operate in various locations throughout the city. The program in each clinic operates under the following general plan: three one-hour periods between 9:00 a.m. and 12 noon for homogeneous groups of four each and for parent consultation; one half-hour period from 12:00 to 12:30 p.m. for individual therapy; one half-hour clinical period from 12:30 to 1:00 p.m.; and parent consultations during clinic time or during therapy.

EVALUATION TECHNIQUES

Templin-Darley Screening Test of Articulation, Defective Articulation Summary form, Stuttering Evaluation form.

KEY FINDINGS

1968-1969	Eighty-two cases were treated for defective articulation over a seven-month period; 20 were corrected and 55 needed more therapy. The average improvement noted on the Templin-Darley test was 11 points.
1969-1970	Evaluation was conducted by the project director; final report available from the Coordinator of Nonpublic School Projects.
1970-1971	At the nine speech therapy clinics the average monthly enrollment was 117 children, the average number of sessions attended was 16.7 per child, and 2,252 sessions were recorded for 135 children throughout the year.
1971-1972	Templin-Darley test scores of the 115 pupils receiving services gained an average of 10.8 points. Approximately 25% of the pupils showed

	significant improvement or correction, as determined by the speech therapist.
1972-1973	Average Templin-Darley test scores gained by more than 10 points--a statistically significant amount. Seven of the 10 stuttering cases were rated by the teacher as improved; four of those were rated as corrected. Eighteen of the 76 defective articulation cases were rated as corrected.
1973-1974	The Speech-Therapy Clinics project served target children with speech defects who were ineligible to receive the services of the Speech and Hearing project. The project was implemented according to the intended mode of operation. It attained each of its stated objectives by correcting defective sounds, decreasing the severity and/or incidences of stuttering behaviors in 87% of the cases, and correcting 39% of the defective articulation cases and 25% of the stuttering cases.
1974-1975	*(Preliminary findings) The Speech-Therapy Clinics project is functioning with a full staff of qualified therapists who are assigned an appropriate case load of children with speech and hearing difficulties. It appears that all objectives will be attained by the end of the school year.*

LOCATIONS OF CLINICS

Nonpublic:	Good Shepherd, Our Lady of Rosary, St. Francis of Assisi (2 clinics), St. Henry, St. Jerome, St. John Baptist, St. Monica, Stella Maris

SUMMER SPECIAL EDUCATION

ADMINISTRATOR: Marechal-Neil E. Young
HEADQUARTERS: 1801 Market Street
TELEPHONE: 448-3456
PBRS CODE: 511-05-724
OPERATING YEARS: 1971-1975 (Summer 1975 not yet reportable)
GRADES SERVED: K-12
NO. OF PUPILS: 880
NO. OF SCHOOLS: 6
NO. OF EMPLOYEES: Professional 73, Paraprofessional 46, Clerical 7
CURRENT BUDGET: Regular None, Summer $135,000, Total $135,000
EVALUATION TEAM: Camilla Grigsby

PROJECT DESCRIPTION

This project is designed to safeguard gains made during the school year by pupils in child-care institutions and in special classes for hearing-handicapped and orthopedically handicapped.

EVALUATION TECHNIQUES

Evaluation of summer activities is conducted by project staff and based on observations and various tests.

KEY FINDINGS

1971 Services designed to help visually impaired, mentally retarded, and orthopedically handicapped were provided. Teachers' perceptions (Fall 1971) as reported by the project director indicated that this experience helped to safeguard gains made during the 1970-1971 school year.

1972 Data from the various summer programs indicated that all the pupils were involved in activities similar to the regular school program, thus preserving the continuity of the regular school instructional programs. In addition, the program for visually handicapped children emphasized activities not readily available during the regular school year. Thus, the objective of the project was being achieved.

1973 The project was successful to a great degree in meeting its objectives. Pupils received cognitive and special skill instruction, and participated in a variety of trips and other activities not readily available during the regular school year.

1974 Teacher progress ratings of 330 students in academic skill areas indicated that 43% improved and 57% maintained their achievement level. Of 362 students rated in social skills, 43% improved and 55% maintained their level.

Of 158 orthopedically handicapped students, 103 received physiological therapy. Teacher ratings showed that 17% of the students improved and 83% maintained their achievement level.

A survey of all schools participating in the summer program found that, with the exception of the vocational programs for retarded trainable students which were patterned after actual work situations, students were taken on field trips, attended recreational activities such as the Children's Playhouse, and were often given the opportunity to pursue personal interests as part of their classroom program.

Eighty percent of the students assigned to summer jobs maintained employment throughout the summer. The summer job coordinator made 159 visits to various job sites for purposes of contacting the employers as well as meeting with the students.

PARTICIPATING SCHOOLS

District 1: Hamilton
District 2: Martin
District 3: Bartlett
District 5: Muhr
District 6: Logan, Widener

WALNUT CENTER

ADMINISTRATOR: Frances Becker
HEADQUARTERS: Room B-14, 21st Street and Parkway
TELEPHONE: 448-3563
PBRS CODE: 511-01-517
OPERATING YEARS: 1966-1975
GRADES SERVED: PK-1
NO. OF PUPILS: 265
NO. OF SCHOOLS: 1
NO. OF EMPLOYEES: Professional 13, Paraprofessional 3, Clerical 1
CURRENT BUDGET: Regular $128,000, Summer $21,000, Total $149,000
EVALUATION TEAM: Lisbeth Sorkin

PROJECT DESCRIPTION

Walnut Center's organization provides the community with a choice of half-day preschool groups or full-day care. It also has two first grades and day care for school-age children beyond the first grade. A basic principle in reaching Walnut Center's objectives has been to maintain an ethnically and economically balanced population with emphasis on contributions of that diverse population. Teachers have been invited to teach at Walnut Center because of previously demonstrated ability.

Walnut Center's approach is an individualized one. The staff is aware of each child's assets and liabilities. The open classroom allows each child to develop his strengths and latent abilities through exploration, discovery, experimentation, and reinforcement of experience. The child is helped to develop a vital interlacing of skills, knowledge, and experience. Teachers are eclectic in their choice of methods, using a wide variety of materials, equipment, and books in mathematics, language arts, social studies, and science. Because of a fluidity of the center's organization, children have a continuity of experience from prekindergarten through first grade.

Active participation of parents, community volunteers, student teachers, and high-school volunteers helps to individualize instruction by enhancing the classroom adult/pupil ratio. Volunteers participate in study, planning, and implementation workshops, while parents help in developing the broader educational goals.

EVALUATION TECHNIQUES

Comparisons of progress in skill areas, using achievement tests, observations, and interviews.

KEY FINDINGS

1966-1967	Cognitive test scores of WC and non-WC pupils were not significantly different; however, scores of nonprivileged WC children were higher than those of their peers who did not attend the center.
1967-1968	WC pupils attained higher mental ability scores (Wechsler) than non-WC pupils. Readiness-test scores showed that the WC exposure had improved the readiness of kindergarten children for first grade. The WC program was well received by parents and teachers.
1968-1969	WC pupils, in general, scored significantly better than the non-WC pupils sampled in three areas of the Peabody Picture Vocabulary Test. In verbal functioning, attention span, sensory concepts, and social isolation, they showed no appreciable gains over the year. Parental involvement tended to increase.
1969-1970	Walnut Center was successfully meeting most of its stated goals, especially those dealing with community and parental involvement and pupil achievement. It was observed that WC children's adjustment to first grade was superior to that of children selected for comparison.
1970-1971	The Walnut Center moved to a new building at 38th Street and Lancaster Avenue. Walnut Center pupils continued to achieve at higher academic levels than did their peers in District 1 and the city. This was true for all groups at Walnut Center--kindergarten and first grade--in both language arts and mathematics skills. Many Walnut Center first-grade pupils were found to be reading at instructional Level 2. Although pupils from higher socioeconomic backgrounds performed on a higher level than their classmates from less privileged backgrounds, the progress of both groups was above that expected of children of the same age and grade. Pupil attitudes toward the school were highly favorable.
1971-1972	Ninety percent of the participating children attained Level 3 (Continuous Progress Plan) in both reading and mathematics. Although children from higher socioeconomic backgrounds exceeded those from lower socioeconomic backgrounds, about a 40% similarity in achievement scores was observed between the groups. WC graduates in second grade at Powel School performed at or above the reading and mathematics levels of nonparticipants as reported by their teachers.
1972-1973	Parental involvement was very high in helping with administrative decisions and in helping pupils. The achievement level continued to be high; however, the structure and degree of individualization depended on the individual teacher.

1973-1974 On the SESAT mathematics subtest in May 1974, the percentile rank of the average Walnut Center kindergarten pupil was 80, indicating performance superior to that of 80% of the pupils in the test's national norming population. In the letters- and-sounds subtest, the average pupil's percentile rank was 78, indicating achievement superior to that of 78% of the pupils in the national norming population.

The first-grade children exceeded the objective set for the California Achievement Test (CAT I, Level A) administered in May 1974. In the mathematics-computation subtest the average pupil's percentile rank was 81 for one class and 84 for the other. In the concepts subtest the average pupil's percentile rank was 94 for one class and 95 for the other.

In the reading subtest, also, the Walnut Center pupils were outstanding. The average pupil's percentile rank in the vocabulary subtest was 98 for one class and 92 for the other. In the comprehension subtest, the average pupil's percentile rank was 98 for one class and 93 for the other.

1974-1975 (Preliminary Findings) It would appear that the exemplary implementation and planning done by the Walnut Center teachers will lead to the attainment of the project's objectives.

PARTICIPATING SCHOOLS

District 1: Walnut Center

YOUNG AUDIENCES

ADMINISTRATOR: Edwin Heilakka
HEADQUARTERS: Room 316, 21st Street and Parkway
TELEPHONE: 448-3451
PBRS CODE: 511-02-514
OPERATING YEARS: 1974-1975
GRADES SERVED: 1-12
NO. OF PUPILS: Public 76,170, Nonpublic 5,889
NO. OF SCHOOLS: 125
NO. OF EMPLOYEES: Professional 0, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $20,000, Summer None, Total $20,000
EVALUATION TEAM: Louis Scheiner, Fleta Waters*

PROJECT DESCRIPTION

The Young Audiences project consists of a number of programs presented in Title I schools by professional musicians chosen and trained in Young Audiences techniques by project advisers and directors. Printed vocabularies, repertoires, and brief descriptions of performing ensembles are sent along with confirmations to the school for use in classroom preparation and reinforcement. The concerts are programmed in such a way as to bring educationally deprived students into close contact with professional musicians, their instruments, and their music.

EVALUATION TECHNIQUES

An Observational Checklist is used by the researchers during their visits to ascertain whether the demonstrations are geared toward the stipulated objective.

KEY FINDINGS

1974-1975 *(Preliminary findings) The Young Audiences 45-minute presentations in selected target-area schools have been well received by the children. Children attending the programs enjoy participating actively with the artists and feel that their knowledge has been increased. The objective for Young Audiences has been attained thus far.*

PARTICIPATING SCHOOLS

District 1: Barry, Bartram, Belmont, Bryant, Catto, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Rhoads, Shaw, Sulzberger, Tilden, University City, Walnut Center, Washington, West Philadelphia, Wilson, Wolf

District 2: Alcorn, Audenried, Barratt, Benson, Bregy, Carver, Childs, Douglass, Franklin, Gideon, Kane, Landreth, McDaniel, Morris, Penn, Poe, Reynolds, Smith, Vare, Vaux, Wayne

District 3: Bartlett, Bok, Boone, Hawthorne, Jackson, Jefferson, Kearny, Key, Meredith, Nebinger, South Philadelphia, Southwark, Spring Garden, Stevens, Stoddart-Fleisher, Washington

District 4: Cleveland, Dick, Duckrey, FitzSimons, Gillespie, Gratz, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Miller, Peirce, Pratt-Arnold, Rhodes, Shoemaker, Stanton, Strawberry Mansion, Walton, Whittier, Wright

District 5: Brown, Carroll, Clymer, Dunbar, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jones, Kensington, Ludlow, Miller, Moffet, Potter-Thomas, Wanamaker, Welsh, Willard-Powers

District 6: Dobson, East Falls, Emlen, Fulton, Lingelbach, Logan, Pastorius, Pennell, Pickett, Roosevelt, Steel, Widener, Wister

District 7: Bethune, Intensive Learning Center, Pennsylvania Advancement, Stearne, Taylor

PROJECTS NO LONGER FUNDED UNDER TITLE I

Project	Year of Termination
Academically Able Students	1969
Action	1974
Afro-American History	1974
Apparel Industry Training	1973
Art Specialist Teachers	1974
Class for Mentally Retarded, Emotionally Disturbed Children	1974
Closed-Circuit Television	1973
College Placement	1974
Counselor Aides	1974
Cultural Experiences	1974
Dual-Audio Television	1972
Educational Technology	1966
Experimental Center for Young Children	1966
French and Spanish Program	1967
Germantown Area Schools	1973
Human Relations Retreats	1974
Instructional Management	1974
Learning Dimensions	1973
Music Specialist Teachers	1974
New Staffing Patterns	1973
Philadelphia Tutorial Project	1970
Primesite	1969
Puerto Rican Orientation	1974
Relationship Confrontation Cluster	1969
Salable Vocational Skills	1969
Science Improvement	1973
Special Mathematics	1973
Special Services for Bussed Children	1969
Stanton Project	1969
Summer Schools	1967
Team Teaching	1967
Understanding	1972
Young Great Society	1968
Youth Serving Youth	1974

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